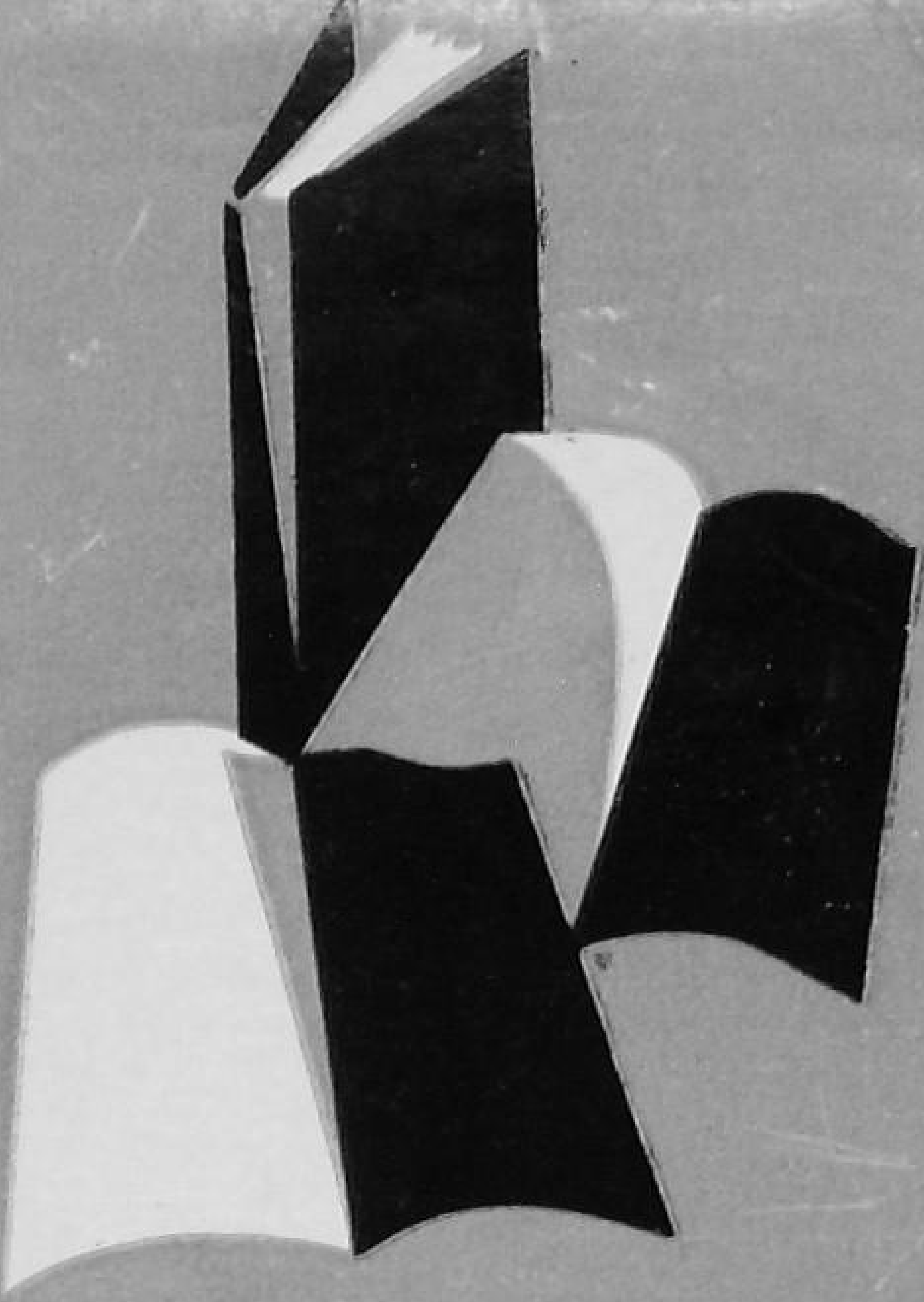

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teachers manual for STUDY CIRCLES

CARL R. HUTCHINSON

NATIONAL COOPERATIVE UNION OF INDIA
72-Jorbagh, New Delhi-3

Ex. ~~74~~ 73

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TEACHERS MANUAL

for

STUDY CIRCLES

OFFICE OF THE PRINCIPAL, RURAL EXTENSION TRG. CENTRE
KRISHNAGIRI RESERVOIR PROJECT
JUN 1967

by

Carl R. Hutchinson

NATIONAL COOPERATIVE UNION OF INDIA

72-Jorbagh, New Delhi-3

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Ex. 74.

FOREWORD

Trust and understanding are the relationships that make possible all human civilization and all good societies.

Civilization began when two or three primitive people decided to trust each other, in keeping their fire burning, instead of fighting against each other. After those first two or three persons understood how much better it was to trust and help each other, instead of fighting and killing, they taught other people these simple truths.

Families are groups of people—mothers, fathers, children, other relatives—who trust and understand each other—and work together for a better life.

There never can be a good national society or a good nation's life unless there are millions of good families at the root of it.

And there never can be good strong cooperatives unless there are groups of members who understand each other's problems and who have learned to trust and believe in each other and who *for these reasons* have decided to help their cooperative succeed.

Trust and confidence and understanding—understanding *HOW* people can help each other *BECAUSE* their problems are the same—these are the things that must make the foundation on which every strong cooperative *house* is built.

So we must have a *way* to help people learn to trust each other, learn that their problems are the same, learn HOW they can solve those problems togther.

We have to help people learn a way which they can use to *decide* what is best for them to do.

These are the reasons why we have *Study Circles* as the *beginnings* of good cooperatives.

They are also the reasons why *Study Circles* are the best educational method in making cooperatives strong and keeping them that way.

The Study Circles are the *families* of the cooperative society.

In helping people to use Study Circles, certain things must be remembered. Among these are :

—The leader must like the people in his circle—in fact he must really love them.

—The leader must understand the people in his circle and what their problems are.

—BUT, the leader must not *tell* the people what their problems are. He must let them tell *him*—and each other.

—The best leader will help all the members of the Study Circle to understand—and like—all the other members. He will help them to feel that they are all brothers, all equal brothers, all looking for answers to the same problems in the same village.

—The leader must be sure that *everyone* in the group takes part in the study and the discussion.

And in the end the leader must hope that he has helped all the members of the Study Circle to trust and have confidence in each other.

The experience that will teach them best to do this will be the experience of deciding together to do something which proves to be helpful to all of them.

This is what a good cooperative really is. It is an organization of the people which helps all of them and which *does for them* the things they all decide together they most need.

If there are enough good strong Study Circles in any state or country, there will be good cooperatives there too.

Because the Study Circles are the blocks out of which the cooperative building is built.

No one else can teach about Study Circles and how to conduct them as well as Carl Hutchinson can. He has organized more than 1,000 Study Circles in Ohio and many of them in India, and other places too. He *knows*. He knows because he has *done it* so many times.

—Jerry Voorhis

Ex. 74

PREFACE

The Teachers Manual for Study Circles is about human behaviour in small groups. It takes up problems which most of us face in our daily life and describes a group technique which people in many parts of the world are using effectively to solve these problems.

This book explains, illustrates and demonstrates this technique as something which can be learned and communicated to others. The findings are based on experience with small groups under widely varying conditions,—social, economic, cultural. In India these groups go by the name of "study circles". In Nova Scotia they are known as "study clubs". In Viet Nam they call them "action groups" and in Ohio they are "advisory councils". The name is not important: the idea, the principle, the approach, the application are all vital to effective results.

The Manual is written for leaders and members of democratic movements and institutions who believe or want to believe that common people, given the essential facts and social tools, can solve most of their own problems. It is especially designed to motivate and guide the leadership of cooperatives. Most of the group methods and techniques presented here have been tested in the laboratory of cooperative societies in Sweden, Nova Scotia, the USA, Viet Nam and India. I am persuaded by thirty years experience in working with study-action groups that here is a dynamic group technique that has universal application.

I am deeply indebted to scores of people who have contributed directly and indirectly to this work: cooperative co-workers, social scientists, Government servants and thousands of farmers, cultivators and villagers who have demonstrated unmistakably that by working together in small groups common

people can solve many of their daily problems and move more rapidly toward their mutual goals.

The central theme and basic concept of the Manual can best be described as the *people-centered* approach. The most lucid and concise statement of this viewpoint that I have found was made at the Second Development Commissioners' Conference, in 1953, by the late Sir V. T. Krishnamachari, one of India's prophetic pioneers in Extension methods for human development. I quote :

> "I have talked to you about a change in the outlook of the rural population. But there is another factor equally important. There should be a change in *our* outlook as well. We have to adapt ourselves to the new conception of the welfare State. We should approach our task in a new spirit. We should give up the idea that we are here to force our programmes and plans on the villagers. It is for the villagers to tell *us* what *they* want, and for us to assist *them*. This is a revolutionary change and the outlook of those who are engaged in administration will have to undergo an equally revolutionary change. These two processes (of change in our outlook as well as in that of the villagers) should go together; we cannot have the one without the other."

Carl R. Hutchinson

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INTRODUCTION

A major objective of India's five-year plans has been to increase food production to meet the perennial food crisis. The Government has assigned to cooperatives an increasing responsibility to supply cultivators with the needed credit, commodities and services to achieve this goal. But cooperatives, both rural and urban, have often fallen short in their performance. Members know too little about their societies and fail to make adequate use of their services.

Cooperative leaders in and out of government generally recognize the urgent need to help cultivators and consumers take a more responsible part in strengthening their cooperatives and using their services. It is generally conceded that the situation calls for a massive and dynamic form of member education for productive cooperative action.

To the National Cooperative Union of India falls the major responsibility for member education and training. To get members more actively involved in using and improving cooperative services, the NCUI has adopted the study circle technique which has proved effective in other countries, notably Sweden, Canada and the USA.

Study circles in India usually consist of five to fifteen persons who are friendly with each other and have common interests. These groups meet regularly every fortnight or at least once a month. A typical meeting includes discussion of mutual problems and planning for action, followed by friendly visiting and refreshments. Group meetings are informal and members are free to express themselves. Members not only discuss their problems but try to decide on a workable solution and take positive action. Groups within the same village, city or block

often work together on common problems that concern the larger area.

Since early 1964 the NCUI has been conducting pilot studies in selected Indian villages to discover how study circles can be made effective under Indian conditions. Although these studies are still in the experimental stage, they are producing encouraging results. However, they need to be pursued with greater vigor and under a wider range of conditions.

Study circles are already being set up on a trial basis in practically all of the sixteen states. National, state and district leaders of the Cooperative Union are making use of the findings of the pilot studies to guide them in these new developments.

In this pioneering venture the training of leadership at each level must precede and pave the way for a sound member education program. Since November, 1964, the NCUI has conducted training courses on Study Circles at every level. The All India Cooperative Instructors Training Centre has conducted several one-month courses in New Delhi for the training of Cooperative Education Instructors. In February, 1965 the NCUI held a special two-day seminar on study circles for State Cooperative Education Officers. In April 1965 the Maharashtra State Cooperative Union conducted a four-day seminar on study circles for State Staff and Cooperative Education Instructors. In the same month the Raipur District Cooperative Union conducted two one-day leadership training conferences on study circles for Block and Village leaders.

In October, 1965 the NCUI instituted four pilot projects on urban study circles in four states. On April 27 and 28, 1966, study circles on a pilot basis were set up in two Central Cooperative Consumer Stores of Punjab, one at Ludhiana and the other Rohtak. It is expected that the results of these urban experiments will be incorporated in a later edition of the Manual.

While these training sessions are only a beginning, they have yielded some useful experience in training leadership for study circles at each level; national, state, district and village. Research studies and leadership training must be pursued with increasing vigor and critical care to keep pace with the pressures in the field to increase the development of study circles. Unless this is done, results in study circle development are certain to be disappointing, if not disastrous, to the movement.

As an important step in the training of leaders for the study circle program, the NCUI proposes to introduce specialtraining at the 66 Junior Level and the 13 Intermediate Level Cooperative Training Centers. In this connection the NCUI has arranged for the production of this Teacher's Manual for Study Circles. The two chief sources of information and experience are : 1) The findings so far gleaned from pilot studies and practical experience in the conduct of study circles in Indian villages and urban centers. 2) The extensive and successful experience of other countries in carrying on study circle programs.

Those using this manual should approach experimentally the methods and procedures suggested here. The manual is by no means a final document. It is subject to constant review and revision as further experience dictates.

As a means of revising the Manual, in terms of more valid experience the NCUI requests those using this material for instruction purposes or in field operations to report to the State or National Cooperative Unions their criticisms, difficulties and suggestions based on their own practical experience. This will help to keep the Manual up-to-date as a practical working instrument, and suggest areas for further research and study.

You are also requested to make careful and accurate reports of your experience with study circles and communicate these to

your National and State Cooperative Unions, so that others may benefit from these experiences.

It is strongly suggested that in their initial work the users of the Manual apply instructions on a limited scale, striving for quality rather than quantity of group performance.

SUGGESTIONS FOR USING THE MANUAL

The Manual is designed to fill a variety of needs :

(a) As a source book and text for principals and teachers of the various training centres sponsored by Government agencies as well as by the National Cooperative Union of India.

(b) As a guide for conferences, workshops and seminars where study circles are included in the program.

(c) As a handbook for department officials, and cooperative administrators responsible for education-cum action programs.

(d) As a guide to individuals responsible for leading, planning or supervising study circle work.

The Manual is especially structured as a self-teaching instrument so that individuals who do not have access to a class or training group can learn a great deal about study circles and increase their skills in working with people in small study-action groups.

Since group discussion is both an effective teaching technique and a major activity of study circles, generous use of this method is recommended in the teaching of this unit. At the first session, or at least at an early session, students may be organized into small work groups of 3 to 8 persons each. These groups would continue with the same membership for several sessions so that the trainees may get the experience of belonging to a real group. This technique can speed up the learning process. Assignments to work groups will appear from time to

time in the body of the course. The procedures employed by the work groups will resemble closely the operations of study circles as they normally function in rural and urban situations.

Individuals or groups using the Manual will achieve the intended understanding and skills only by using the principles, procedures and techniques suggested. For this purpose trainees need access to study circles as a laboratory to test the teachings and gain practice in working with groups.

Principals of Junior and Intermediate Training Centres would do well to provide for their students first-hand contacts with study circles and practical experience in study circle work. Where practicable a properly trained Cooperative Education Instructor in the vicinity of the Training Centre could be of real assistance in providing trainees with opportunities for observation and practice in the field. In all cases the welfare of the study circles involved should be protected. Visits to any one group should be judiciously spaced and consist of only a few visitors at a time. As trainees gain competence, they may be of real help in organizing and servicing local study circles as a part of the training. This of course would be done under qualified supervision.

Teachers can give students practical, first-hand experience in the operation of study circles by using them as standard procedure in the training program. Occasional visits to village study circles can then be made to give students the "feel" of these groups, an awareness of some of the problems that arise and a basis for evaluating various techniques in working with groups. Actual situations encountered can be introduced into the classroom for discussion. By use of skits or role play these situations can be dramatized and various ways of handling them, evaluated.

Here are some examples illustrating how the use of the

Manual has been adapted to varying situations.

1. **Situation : A one-day (6 hours) training session for village leaders of study circles**

On pp. 331-332 of the Manual you will find a type of program which this situation calls for. A similar but briefer program appears on page 330. In both cases you will note that the first half of the training consisted largely of information in the form of background with opportunity for questions. The afternoons were given over to training of skills in small group discussion.

See pages 328 and 329 for notes on the planning of these one-day conferences.

See pages 333 to 352 for content material used at one of these training sessions. To find other useful subject material consult the "Contents".

2. **Situation : A four-day State level leadership training program** (24 hours) (for State staff and leadership of selected Districts)

See pages 320-322 for a program of training designed to fit this situation. Pages 315 to 322 contain notes on the planning of this conference, methods used, the participants, etc.

On pages 323 to 327 you will find in Question and Answer form some of the typical problems discussed at this training seminar.

3. **Situation : A sixteen-day (96 hours) training course for cooperative educators and leaders at the District level**

From pages 303 to 314 of the Manual you will find a detailed syllabus of this course. Much of the material called for in this course will be found in other parts of the Manual.

Use of the "Contents" pp. i to v will assist in the location of these items.

Shorter courses of various lengths and topics can be drawn up from this 16-day syllabus.

4. Situation : A two-day Seminar for State Education Officers

See pages 300-302 for a program ot his type.

The purpose of this course was two-fold : (a) to give a general understanding of the operation and administration of study circles, and (b) to develop skills in areas of operation in which the Cooperative Education Officers had responsibility. Under a), materials were selected from References I and VI of the Manual. Under b), specialists were assigned to the teaching and training in technical matters.

The above situations are typical of training needs and ways to meet them. You will find the Manual suggestive of a much wider variety of possibilities in developing specific training programs.

The session plans outlined in the Manual are designed to help the teacher to prepare his own lesson plans. The teacher needs first to think through carefully just what he hopes to accomplish in each session. This should be in terms of specific student performance. Ask yourself "What improved changes in student attitude, understandings, skills, motivations and/or behaviour do I want to achieve in this session ?"

The teacher will then select methods and teaching techniques most suitable to achieve these goals. Each Section of the Manual is designed to help the teacher both in setting up objectives and in selecting and using appropriate teaching techniques.

METHODS AND TECHNIQUES STRESSED

You will note that Section VII (pp. 84-92)* is devoted entirely to methods and techniques of teaching. It is expected that teachers throughout the course will make frequent use of this Section.

Methods and techniques stressed in the Manual include the following :

1. **Place emphasis on learning by doing** Use demonstrations and/or black board illustrations along with spoken words.

2. **Get student involvement.** Draw on student experience. Stress two-way communication. Have students demonstrate before the class how they would deal with specific problems.

3. **Stress student activity** in the form of practice in group leadership, field tours, writing of discussion material, handling group problems and processing group reports.

4. **Focus attention on concrete problems** rather than vague hypothetical situations. Stress problem situations which trainees may expect to encounter in their work. Encourage trainees to bring in their own problems for class discussion.

5. **Employ case studies** to bring out how specific problems were dealt with under specific conditions. Point out what the results were, whether objectives were achieved, and if not, why not. Use these cases as basis for group discussion and evaluation. See Ref. VII, 8, (377-380).

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*Note : Numbers in parentheses refer to page numbers in the Manual.

6. **Assist students individually** with special problems and needs.

7. **Make adequate use of visual aids,** stressing those that are of practical use in the field, such as chalk board, portable charts and flannelgraph.

8. **Combine telling with showing and doing** as the most effective method of teaching. See Ref. VII, 11 (385-388.)

9. **Provide for frequent group discussion** throughout the course.

The Manual itself is admittedly incomplete. More research in terms of findings in field experience is needed to make the Manual more conclusive as a guide.

You can help by noting carefully your experiences and reporting accurately to the NCUI, New Delhi. Include information on :

(a) The Situation (duration of course, type of trainees, etc.);
(b) Purpose of the course;
(c) How Manual was used;
(d) Problems encountered;
(e) Results of the course;
(f) Recommendations for revisions.

OFFICE OF THE PRINCIPAL, RURAL ... CENTRE ... KRISHNAGIRI RESERVOIR PROJECT
JUN 1967

SECTION I

GROUP DYNAMICS AND STUDY CIRCLES

I. To The Teacher

A. Attract and motivate the students

Students' first impressions at this first session are very important. Let us consider carefully how we can impress students with the importance of the course. It will help if we consider carefully the kinds of people we are dealing with.

1. Who are they ? What is their background ? What is their training ?

2. Why are they taking this course ? What do they already know about study circles ? How do they feel about study circles ? What experience, if any, with study circles ?

3. What do they expect to get out of this course ? What do their supervisors expect them to get ? How are they expected to use the training when they return to their jobs ?

4. How can we capture and hold their interest in the course ? How will this course help the individual trainee to achieve his personal objectives and thus build up his own interest in the course ?

5. In what ways can we make this training meaningful to the students and heighten their interest in the course ?

These and other questions will occur to you as you seek to prepare yourself for this opening session, and plan to establish between yourself and the students rapport and a sense of common purpose.

B. Plan realistic objectives in terms of students' needs

(a) for entire course and (b) for each session.

Involve students in this planning process.

In so far as possible spell these out in concrete action terms. What specific behaviour (performance) do you want from students ? After listing the objectives, check the ones that appeal to you as most important and at the same time practicable.

C. Prepare for this meeting

I. Before the meeting study carefully this entire section, including all items under Ref. I, 1-13 (93-122). As you read, note points you feel you should emphasize.

For example, from page 93 your notes might run something like this :

A. Primary Group—What is it ?

1. It is an intimate, face-to-face association of persons.

2. Members have a "we" feeling.

3. It is fundamental in forming the social nature and ideals of the individual.

4. The study circle is an example.

B. Small Group—What is its role in society ?

1. The small, primary group is the basic unit in society.

Here the individual finds scope for his development as a person.

2. Social reorganization must come through the joining of individuals into primary groups where they can contribute to the common good of the group.

3. Larger organizations must then be composed of these smaller groups in such a way that the smaller groups influence the larger. This is the basis of a democratic society where the individual person through his groups has effective mastery over himself.

II. Draw up your own lesson plan, based on your objectives, time available and relative importance of subjects to your students.

III. Read carefully and plan your use of the References referred to in this Section.

IV. Keep your list of Objectives both for the Course and for this session before you at all times.

V. Outline the specific steps you propose to take in class to reach these objectives.

Note that you have enough material in this Section for several hours of class work. You will need to be selective according to time available, needs of students and your objectives for each meeting.

D. Plan HOW you will instruct

Throughout this course your work as teacher involves both *content* and *method.* This Manual stresses two-way communication in the classroom. Where informational inputs are necessary, as in the lecture, you can invite students to raise ques-

tions and discuss problems with trainees as a part of the presentation. You can make frequent use of the discussion method.

So important is your double role as "Group Leader" and "Discussion Leader" that we strongly suggest that you make frequent references to pages 56 and 57 where we discuss "*What is Group Leader's Job ?*" and "*What is the Discussion Leader's Job ?*".

E. Take care of physical arrangements

A slip-up here can defeat the purpose of the session. Think ahead.

1. Is the meeting place conducive to good work ? Adequate lighting ? Ventilation ? Any distracting noises likely ? Can meeting place be easily arranged to accommodate small groups so that they can sit in circles facing each other ?

2. Is a good blackboard ready, in a lighted location where all can see ? How about chalk and eraser ?

3. What other facilities are needed ? Name cards for trainees ? Adequate dining facilities ? Dormitory ? Literature table ? Handout materials ? Note pads and pencils ? Charts ? Films ?

II. The Meeting

As you face the class your first task is to *prepare the students.* Here are some ways to accomplish this :

1. Help trainees to get acquainted with each other. This may be done by asking each trainee to stand, introduce himself and tell a little about his work. Cards with names written in block letters and attached to students, will help.

2. Explain that this course is designed to give trainees :

   (a) An understanding of the working of study circles.
   (b) A realistic appreciation of the value of study circles.
   (c) Practical skills in conducting the study circle program.

3. Now get a feed-back from students by having them ask themselves why they are here, what they feel they need from this course and how they expect to use the training.

Here is a tested procedure for exploring student attitudes and thinking :

a. Supply each trainee with three sheets of paper.
b. Have each student number his sheets 1, 2, and 3.
c. Write the three following questions on the black-board :
   (a) Why are you taking this course ?
   (b) What skills do you expect to learn from this course ?
   (c) What use do you expect to make of this training when you get back to your job ? (Consider what your supervisor expects of you.)
d. Have each trainee write his answer to each question on a separate sheet of paper according to the numbers.
e. Collect the papers and sort into three piles, according to number.
f. Divide the students into three fairly equal sub-groups.
g. Give group No. 1 the answers to question No. 1 and likewise with 2 and 3.
h. Ask each group to discuss its particular set of questions and draw up a summary of the answers.

i. Re-assemble the groups and ask each group leader to report on his summary.

j. Take up the summaries one at a time for general group discusssion to find areas of agreement and disagreement.

Note : The purpose of this exercise is to help students clarify their purposes and expectations regarding the course. Naturally their answers at this early stage will likely be indefinite and general. But if this operation awakens the interest of students in the course and helps you in planning future sessions, it will have achieved its purpose. At this stage students' answers will not be treated critically. An impoıtant objective in this course is to encourage students to take an active part in group achievement by sharing their real feelings and best thinking.

How can we tackle big problems through small groups ?

Our country faces a number of acute and perplexing problems. To deal with these problems we need widespread participation of people. (At this point, ask students to call out some of these problems as you list them on the blackboard).

No doubt, India's food crisis will be among the problems listed. Let us see where study circles come into this picture. Read Reference I, 10, (114 and 115) and note these facts :

1. India faces an acute food crisis. Here is a race between food production and population growth.

2. Our Government is working hard to increase food production. Cultivators working together in small groups can improve their production.

Make trainees aware of the need to reach and motivate farmers if they are to speed up food production. See Ref. I, 7,

(105-107) and Ref. 1, 9, (110-112, and note the following points.

1. The farmer is the key to food production.
2. We need to treat the farmer with respect : help him feel his importance and dignity. Appeal to his self-interest; give him a fair reward for his labour.
3. Get farmers to come up with their own ideas and schemes for producing more food. They can do this through study circles.
4. People are often inclined to look to Government to solve their problems for them. Study circles develop the spirit and skills of self-help.

On pages 113-116 we have quotations from "Report on India's Food Crisis and Steps To Meet It" by the Agricultural Production Team. You might read this to the class, stressing the point that in order to educate and motivate farmers to produce more food we need skilled extension workers and cooperative personnel who are especially equipped to work with people in small groups.

Again, emphasize the point that in working through study circles trainees are helping to build people with greater capacity and incentive to produce. See Ref. VI, 2, (296). Note underscored quotation and put the figures on the blackboard.

"SOURCES OF ECONOMIC GROWTH" (U.S.A.)

Natural resources contribute	5%
Capital goods contribute	20%
Labour (human capital) contributes	75%

Stress importance of investing in human capital by education and training as a most promising means of increasing food production.

Ask : Why is investment in human resources especially productive in developing countries ?

Enlarge further on the need for this course, calling attention to the following :

1. The National Cooperative Union of India has adopted the study circle method of member education and incorporated this plan into the Revised Member **Education Program. (243-251).**
2. Most of the State Cooperative Unions have adopted the Revised Scheme.
3. The demand for practical skills in working with people through study circles is on the increase.
4. Study circles are an effective and economical means of educating cooperative members for group action. **(Ref. I, 11 and 12)** (117-121).

These studies show that cooperative work groups are superior to competitive work groups in many respects.

Cooperative groups :

— are more productive
— feel greater responsibility
— exert greater pressure for achievement
— communicate better
— practice better human relations
— learn more from each other
— (etc.)

Before closing this session summarize the main points covered stressing the point that study circles are an effective technique in getting people to participate in solving their own problems. We have attempted to reinforce this idea by selecting a major problem—food production—which faces our

nation. We have attempted to show the necessity of involving cultivators in the solution of this problem and how this can be done through study circles. Point out that any one of the many other national, state and local problems could be dealt with in a similar manner.

III. Student Assignments : Projects : Questions for Discussion

Divide the class into study teams and ask each group to prepare a report on some advantages of the Study Circle Technique and some guidelines for leaders in the use of study circles. For this work students should have access to source materials such as those found under "*V. For Further Study*", below. They should also make generous use of materials under Ref. I, (93-122). At the next meeting have each group make a report on its findings, then explore areas of common agreement as well as differences. Allow members to discuss these differences as time permits.

IV. Special Project—Field Study

In learning the study circle technique there is no substitute for first-hand observation. If possible, and as early as possible, provide opportunity for each trainee to observe at least one study circle in action.

Prepare the supervisor and leader(s) of the study circle in advance, making sure that visitors will be welcome. Try to get the idea across to those in charge of the study circle that the purpose of the visit is to see how a study circle operates under normal conditions. Since the presence of visitors in itself creates an abnormal situation, their presence can be minimized :

1. By having only a few attend a given meeting, say 3 or 4.
2. By explaining to the study circle that the visitors are there only to observe and listen.

3. By not calling on visitors to speak, at least, until after the regular meeting of the group.
4. By seating visitors in less prominent places. They may sit in the background, or even in the circle with the members of the group, but never in an elevated or central position in relation to the group.
5. By coaching visitors not to break into the discussion while the group is carrying on its regular program.

After the regular meeting, visitors may ask questions of the group as time permits. Remarks from visitors should be brief.

Avoid repeated visits to any particular group. This tends to create an artificial situation in the group which may defeat the real purpose of the study circle. Keep in mind the general rule that the welfare of the study circle takes precedence over the interests of the students.

In advance of the visit, coach the students on how to conduct themselves along lines suggested above.

Instruct students to observe carefully just what happens at the meeting, noting especially :

(a) The effectiveness of the leader in getting members to participate.
 —Did he talk too much of the time ?
 —Did he get wide participation ?

(b) The interest or lack of interest of members in the topic discussed.
 —Was it something "dragged in" by the leader, or was it a matter that the members were concerned with and wanted to do something about ?

(c) What evidence did you see of cohesiveness and group morale, or lack of it ?

—How do you account for this?

—How would you improve it ?

(d) What use did the leader and/or the supervisor make of community leadership and information in helping the group tackle its problems ?

(e) What printed material or visual aids were used ? Was this material

1—understandable to group members ?

2—acceptable to group members ?

3—actionable to the group ?

(f) Did someone in the group prepare a report of the meeting ? Did a copy of this report get into the hands of the Managing Committee and other persons concerned ?

V. Field Study Follow-up

As soon as possible after the field study tour have students report on their observations, then meet in small groups to formulate their answers to questions such as these :

1. What specific training should the group leader receive to increase his effectiveness in getting the group to think, discuss and act on its problems ?
2. What lapses in supervision of the study circle by the sponsoring agency or organization (s) did we note ? What should be done about this ?
3. What practical training for the study circle members do we recommend,
   (a) to increase the interest, morale and unity of the group ?
   (b) to get members to do something constructive about the problems they discussed ?

Reassemble the groups to report their findings and seek areas of common agreement.

VI. For Further Study

1. Section I of the Manual.
2. *Beal, George M., Bohlen, Joe M. and Raudabaugh, J. Neil, "Leadership and Dynamic Group Action". (Ames, Iowa, The Iowa State University Press, 1962).
3. Bonner, Herbert, "Group Dynamics,—Principles and Applications", (New York : The Ronald Press, 1959).
4. *Cartwright, D. and Zander, A.F., (eds), "Group Dynamics : Research and Theory", (New York : Harpers and Row, Inc., (1953).
5. *Hall D.M., "Dynamics of Group Action", (Danville, Ill., The Interstate Publishers and Printers, 1960).
6. *Hare, Paul A., Borgatta, Edgar F., and Bales, Robert F., "Small Groups, Studies in Social Interaction", (New York : Alfred A. Knopf, 1961).
7. Klein, Allen, "Society, Democracy and the Group", (New York : Woman's Press, 1953).
8. Hendry, Charles E., "The Role of Groups in World Reconstruction", (New York : Whiteside, Inc., 1952).
9. Jung, C.G., "The Undiscovered Self", (New York : Mentor Books, New American Library, 1958).
10. Sprott, W.J.H., "Human Groups", (Baltimore : Penguin Books, Inc., 1958).
11. *Thelan, Herbert A., "Dynamics of Groups at Work" (Chicago : University of Chicago Press, 1954).
12. Trecher, Audrey R., and Harleigh, B., "How to work with Groups", (New York : William Morrow and Co., 1952).
13. Trecher, Harleigh B., "Social Group : Principles and Practices", (New York : Woman's Press, 1948).

(*) Especially recommended.

SECTION II

STUDY CIRCLES IN INDIA

I. To the Teacher

In certain countries of Europe and North America, study circles have operated effectively for several decades and have become an established method of member education within the cooperative structure.

In developing countries study circles are relatively new. India took steps to initiate a study circle program as early as 1959. In early 1964 several groups were formed in Ludhiana District, Punjab, on a pilot basis. A few months later pilot groups were set up in Raipur District, Madhya Pradesh. The purpose of the field studies was to test out the applicability of the study group technique to Indian conditions.

In Section II we will examine the working of these groups to see what we can learn from them that would be useful as a guide in developing the study circle program in India.

Very likely your trainees are already asking such questions as : Just what is a study circle ? How does it operate ? Will study circles work in India ? Where have they been tried and with what results ?

Of course we know that study circles have been working for years in Europe and North America, but rather than begin by describing study circles in other lands, we have chosen to come to grips early in this course with some of these immediate questions of study circles here in India.

This Manual stresses the following characteristics of a study circle :

1. It is a voluntary group whose members are attracted to each other by personal ties, common interests and mutual problems.
2. The group is problem-centered, not lesson-entered or course-centered.
3. They study and discuss on are not an end in themselves but a means to effective action.
4. The members elect their own group leaders and plan their own meetings.
5. A study circle is encouraged to keep up its meetings as long as it has problems and the desire to solve them through group action.
6. A study circle is not an isolated group or "fifth wheel". It is a basic, functional unit in the cooperative organization which sponsors it.

Study circles possess certain general characteristics in all countries. They are always small groups. The members have certain mutual interests, purposes and felt needs which bring them together. Group discussion is the dominant method. The groups seek to find common answers to problems, based on available facts and information. While study circles may function on their own, they are almost always helped and supervised by a sponsoring cooperative organization.

While study circles in all countries have common characteristics, each country has developed its own pattern. Even within a given country we find different types of study circles depending on the variations in the problems, culture and occupations of the people involved, as well as differences in the purposes and problems of the sponsoring organization.

Rather than attempt a definition of study circles at this early stage, it seems more useful to let this wait while we concentrate on how they are actually working in India under varying conditions.

In India, where study circles are still in the experimental stage, pilot studies are being conducted to find effective patterns and methods. The outcome will not be an importation from America, Sweden or Nova Scotia. It will draw on and profit by the experiences of other countries of course, but will be deeply rooted in the culture, values and needs of the people of India.

Section II introduces facts and information on the possibilities of developing study circles under a variety of Indian conditions. Experience described in this Section should throw light on answers to a number of practical questions about study circles in India. It is recommended that you allow adequate time for questions and group discussions. This can be done through the formation of sub-groups.

Formation of Sub-Groups

Frequent use of sub-groups will give trainees direct experience and understanding of group discussion. This also gives you a feed-back from the students so you will have a close check on student needs and problem areas as a guide to future planning of the course.

The sub-groups should be small,—five to eight persons per group. Leadership within each group is rotated so that members gain experience in handling the various posts of leadership; chairman, secretary and discussion leader. These functions are described in Section IV (56-60).

Here is a tested procedure :

1. Select an appropriate period for group discussions. This may precede or follow a lecture period. It gives students a chance to raise questions, express their views and discuss their mutual problems. You

can also find unexpressed questions in the minds of students by asking them to formulate group questions.

2. Divide the class into sub-groups.
3. Give the groups specific assignments, preferably in the form of questions to discuss. Ask for group answers. This may take up to 30 minutes. Each group needs a group leader and also a secretary to record the views and actions of the group.
4. Reassemble the groups and ask a representative of each group to report its findings.
5. Conduct general discussion to clarify the reports and take whatever class action is indicated.

The use of sub-groups throughout this course as standard procedure is recommended. See Ref. VII, 2, (362-365).

II. Objectives

If time allows you should devote several meetings or class periods to this Section. Then consider one or more of the following objectives for each meeting.

1. An understanding of how study circles were initiated in India, how they are organized, how they function and some things they have been able to accomplish.
2. A recognition on the part of trainees :
   (a) That study circles are actually functioning in India.
   (b) That study circles in India have demonstrated their effectiveness in solving village problems.
   (c) That study circles help their members to participate more actively in using the services of their cooperatives.
3. A growing conviction that study circles may be an effective tool in member education for action.
4. Awareness of some of the problems and conditions we

need to keep in mind in conducting a study circle program.

You will need to familiarize yourself with the source materials for this Section found in Ref. II (123-160). Here we describe in some detail the initial pilot projects in study circles conducted in Ludhiana District, Punjab, and Raipur District, Madhya Pradesh. You will draw on this information as needed in your teaching. Your objectives and the needs of the trainees will help determine which references to stress. The length of the course will influence the amount of this material you will be able to use. Students should have access to copies of the Manual. You can then make readinga ssignments for reports and group discussion.

III. The Meeting

Have a chalk board or large sheet of paper and crayon handy to jot down key words, phrases, figures and illustrations as you talk. You could begin by outlining progress made to date in study circle developments in India, using the material contained in this Section. For fuller information on progress in Raipur District, see Ref. II (123-160).

Here are the highlights of the Raipur experiment :

1. The District officials and non-officials gave close collaboration. The State Cooperative Union gave the project full support.
2, On the whole the villagers of Raipur District are inclined to work together in groups : are less individualistic.
3 The BDO's gave the project strong leadership and support actively backed by the Package Program Director.
4. The BDO built up the interest of village leaders by taking them on a three-day tour of progressive villages.

Many of these village leaders then volunteered to lead study circles.

5. The BDO and his staff helped the groups to select useful and manageable projects. They followed up the groups and helped them to carry out their plans into fruitful action.

Call on students to collect and report information on developments of study circles in India. This information may be obtained from National, State and District Cooperative Unions.

You may invite State and local representatives of the Cooperative Unions and Cooperative Department who are active in study circle work to meet with your group, report progress to date and answer questions.

The NCUI Supports Study Circles

The National Cooperative Union of India has adopted study circles as the main feature of its member education program. Pilot projects to test out methods and techniques are being conducted in selected districts. Most of the States are now involved in these experiments.

Representatives of the International Cooperative Alliance and the Cooperative League of the U.S.A. have been giving technical help. The task is to find designs or plans that will work under the diversity of conditions found in India. It is expected that these various approaches will be instructive in developing an integrated national program especially adapted to conditions in India.

The NCUI has incorporated plans for study circles in its Revised Member Education Programme. See "Explanatory Note" and Ref. V, 1, 2, 3 and 4 (243-269).

In the urban area of Delhi several study circles have completed their courses on a pilot basis and further tests are under way. Ref IV, 11, (219-221). In addition, consumer groups of women have been active in study circles, assisted by a leadership program of the All India Cooperative Instructors Training Centre of the NCUI. Practically every one of the 16 States of India has started a program of study circles, at least on a pilot basis.

URBAN STUDY CIRCLE

(*See pp. 219-221*)

Based on the Swedish pattern of study circles the International Cooperative Alliance collaborated with NCUI and Delhi State Cooperative Union to initiate a pilot project in the urban areas of Delhi, as a result of which two study circles completed ten meetings and finished one course each on Cooperative Principles.

In order to extend this experience to other states, the NCUI, in collaboration with the ICA, convened a conference of leaders from five states (Delhi, Gujarat, Madhya Pradesh, Mysore and West Bengal) in October 1965 at Delhi. Here the urban study circle programme was presented to and adopted by the State Cooperative Unions. The NCUI and ICA pledged their support. Each participating state is organizing six study circles in one of its cities. Report of their progress is awaited.

The Cooperative League of the U.S.A. financed the Women's Project of the NCUI for a year (1964-65), under which some sixteen leadership training groups were organized. The NCUI in collaboration with the Delhi State Cooperative Union is still continuing this program. Out of sixteen groups, three groups formed study circles and held more than seven monthly meetings each. Failures of the remaining thirteen groups were attributed to inadequate supervision and the academic nature of discussion material, not sufficiently related to the felt needs

of the participants. Now efforts are under way to correct the situation and revitalize the groups.

Pilot Studies in Ludhiana District, Punjab

On October 7, 1963 the NCUI adopted study circles as a means of continuous and effective member education of cooperative societies. On May 12, 1964 pilot study circles were first constituted in Ludhiana District of the Punjab. Ref. 11, 2, (127-128). In October of the same year, similar groups were formed in Raipur District of Madhya Pradesh. Ref. II, 7-14, (138-160). These were the first of a series of experiments sponsored by the NCUI, State and District Cooperative Unions to discover effective techniques for the organization and administration of study circles in India. General plans for these experiments grew out of a conference representing officials of the Government, non-officials of the cooperatives and representatives of the Ford Foundation and of the Cooperative League of the U.S.A. Those participating in plans at the district level included the District Collector, Deputy Registrar, Development Officials and Block Development Officers. The plans specified that study circles should be set up on a pilot basis in two selected Blocks of the district, with the full acceptance and backing of the BDO of the selected blocks.

Details of the plan were turned over to an ad hoc committee consisting of the Deputy Registrar, Package Program Officer, representatives of the State and District Cooperative Union and of the Cooperative League of the U.S A. who served as technical advisor.

In Ludhiana District the blocks selected were Sidhwan Bet and Samrala. In Raipur District, they were Abhanpur and Pallari Blocks.

Accounts of the initial efforts to form study circles in both districts appear in Ref. II, 2-14 (127-160) of the Manual. Since

the setting up of the study circles in Ludhiana district other groups have made their appearance in a number of states including Mysore, Gujarat, Maharashtra, Kerala, Kashmir and West Bengal. Incomplete reports, as of May 1, 1965, indicated that there were close to 100 active study circles in India. A year later the estimated number of active groups had increased to approximately one thousand.

Difficulties Encountered in Ludhiana District

The planning group in Ludhiana district expressed some doubts as to the possibility of getting cultivators to attend study circles. They pointed out that the Panjabi farmer is independent and self-sufficient and must see clearly the prospect of material advantages. They agreed that if the cultivators could be paid for attendance they would come. In Punjab, they said, this would take Rs. 1.50 per person per meeting. The other possibility suggested was to provide entertainment, especially movies. While all agreed that member education is important there seemed to be no clear idea as to how it could be successfully carried out through study circles.

The following questions indicate the areas of doubt and concern in Ludhiana district :

(a) How can we attract cooperative members to the meetings ?

(b) Who will do the teaching ? Here it was indicated that Punjabi farmers are critical, and that highly qualified instructors would be required.

(c) How much territory would be included as a workable area in this pilot project ? It was pointed out that villagers may refuse to attend a meeting in another village, so each society would need its own self-contained study circles.

(d) What are we to teach the members in study circles, and who has the time for this ?

This same planning group in Ludhiana also stressed essential conditions to be observed such as :

(a) Find and work with the natural leaders in the villages who may not be the elected and formal leaders at all. The leaders must truly be interested in developing the village,—not self-centered.
(b) The instructor must be competent and believe in cooperatives.

The Ludhiana experiment encountered these difficulties at the early stages :

(a) Cultivators readily came to the first meeting but frequently failed to appear at subsequent meetings.
(b) The delegation of responsibility for supervising study circles in the district was not clear. No one person seemed responsible.
(c) Ludhiana district did not have a district cooperative Union. This threw the responsibility for direction onto the State Cooperative Union which was located in another district.
(d) Progress was slow because this was a pioneering venture with no available Indian experience to draw on, either in organizing, supervising or conducting study circles.

Principles or guidelines in initiating these groups were these : see Ref. IV, 3, (202-203); see also Ref. VII, 1, (353-361).

(a) Study circles are problem-solving groups. Topics to be discussed are drawn from the problems and felt needs expressed by the cultivators themselves.
(b) Study circles are continuing groups. It is assumed that they will continue to meet as long as they have problems and leadership can sustain interest.

fortnightly tours the cooperative consultant and represen tatives of the Cooperative Union counselled with leadership at the district and block levels, to help form groups, provide leadership training and to advise on difficulties as they arose. They also conferred with Block Development Officers, Cooperative Extension Officers and Village Level Workers regarding the study circle program. Frequent conferences were also held with the State Education Officer and district officials working in the field of cooperatives.

As personnel in the district gained experience and understanding of this program favourable results became more evident. Interest of the members to attend meetings was strengthened by successful action projects carried out by the groups. Their morale and active interest in study circles improved. Field reports of study circles activity on the whole, indicated progress. Ref. II, Nos. 6, 7, 10 and 12, (137, 138, 143-145, 150-152).

Study Circles in Raipur District

Pilot projects of study circles were also set up in Raipur District, M.P., similar to those in Ludhiana District.

Here conditions seemed more favourable and progress more evident. A number of factors may account for this :

(a) The district had the advantage of an active Cooperative Union.

(b) The district officers—the Package Program Officer, and Deputy Registrar—were not only friendly to the study circle approach but showed more readiness to tackle the program.

(c) The Block Development Officers in both selected blocks demonstrated both interest and ability in collaborating with the district cooperative union on study circles.

(d) The Joint Director of Agriculture who is in charge of Raipur Division along with the Deputy Registrar and the Package Program Officer of the Raipur district have made study circles an integral part of the program for Stage II Villages.

(e) Leaders benefited from experience gained in Ludhiana district. The progress of study circles in Raipur district has been encouraging from the start. This success is in terms of the competence and morale of the leaders, response of the members and practical results achieved by study circle groups. Ref. II, 7-13 (138-153).

Findings Based on Ludhiana and Raipur Experience

On the basis of experiences in Ludhiana and Raipur districts the following tentative proposals for initiating study circles in a new area are suggested.

1. Before you organize

(a) Begin with the Education Officer of the State Co-operative Union. If possible, select a district where there is an active Cooperative Union.

(b) Seek the approval and support of district officials and non-officials including the District Agricultural Officer, Deputy Registrar or Assistant Registrar, Package Program Officer, or Intensive Agricultural Area Officer. Get firm commitment from the Block Development Officer in the selected block who will include study circle work as an essential part of the duties of members of his staff and will see that these people are adequately trained for this work.

(c) Select villages for initial work where the leadership in the Cooperative Society and in the village show some readiness to put real effort into the study circle program.

(d) Prepare Cooperative leadership in the selected block and villages through a seminar type of meeting where the "What, Why and How of Study Circles" are clearly presented with opportunity for questions and discussion.

(e) Motivate prospective group leaders (usually members of the managing committee and progressive farmers in the village) by taking them on a study tour to observe work being done in progressive villages.

2. *When you organize*

(a) Call a meeting of cooperative members and leaders in the village including the persons who took the tour.

(b) Explain the study circle program to this group and ask for volunteers to serve as group leaders, appealing especially to leaders who went on the tour.

(c) Briefly but pointedly instruct group leaders as to their main duties.

(d) Ask prospective group leaders to select members for their respective groups keeping in mind that these members should be friendly to each other and should work together as congenial voluntary groups.

3. *When groups meet*

Call groups together under their respective leaders. The program and procedure would include :

(a) Open the meeting with an explanation of *what*, *why* and *how* of study circles. This should be made brief, to the point, and in terms which appeal to the cultivators. Stress study circles as problem-solving groups. (What, Why and How of Study Circles are

presented in detail in Section IV. Note especially pages 52-54).

(b) At this same meeting have the groups meet separately under their own leadership to decide what are their more urgent problems. Have them underline the problems they could do something about without too much delay or outside help.

(c) Reassemble the small groups and have reports from each group spokesman on what problems they feel they should do something about. Have someone record these on the blackboard, and see that they are included in the Report.

(d) Follow with general discussion to determine which two or three of these problems should be tackled first, keeping in mind problems that could be handled by the group without too much outside help.

(e) Select one of these problems for study, discussion and possible action at the next meeting.

(f) Get a group decision on the time and place of the next meeting. This should be done carefully to avoid any conflicting occasions.

In the above procedure be sure that a person who has specific responsibility for study circles in the district is present. It is his duty to see that each group has the necessary discussion material in hand before the next meeting and that the needed resource people are present at that time with information and necessary counsel.

Questions for Group Discussions

1. How does the study circle differ from a class ?

2. On the basis of the References to study circle developments in Ludhiana and Raipur Districts, discuss the following questions :

(a) How would you define the study circle :

(1) in purpose ?

(2) in procedure ?

(3) in method ?

(4) in member activity ?

(b) Will study circles work in India ? Under what conditions ?

(c) Should study circle discussions be limited to cooperative subjects ?

(d) What do you think of the practice in Raipur district of making study circles the basis of community development and cooperative action ? See Ref. II, 7-10, (138-145).

V. For Further Study

1. Dube, S.C., "India's Changing Villages". (London, Routledge and Kegan Paul, Ltd., 1958)

2. Laidlaw, A.F., "Extension Work in the Cooperative Movement". (Central Committee for Cooperative Training, Reserve Bank of India, Bombay 1, 1958)

3. "Cooperative Education in India". (New Delhi—International Cooperative Alliance Education Centre, 6 Canning Road, New Delhi 1)

4. "Cooperative Member Education". (Lucknow, Planning Research and Action Institute, Kalakankar House, Lucknow, U.P., 1959)

5. "Guide to Rural Youth Organization".

(P.R. and A.I., Kalakankar House, Lucknow, U.P. 1963)

6. (For further information concerning the Member Education program of your particular state, write to your State Co-operative Union Office and/or to the National Cooperative Union of India, 72 Jorbagh, New Delhi.)

SECTION III

STUDY CIRCLES IN OTHER COUNTRIES

I. To The Teacher

You and your class have examined study circles in India where the program is comparatively new. Let us now take a look at study circles abroad to see what we may draw from their experience. Some countries have been carrying on study groups in some form for more than forty years as a means of member education for action, development of leadership and training personnel for cooperative service. Countries using this technique have generally shown strong and steady growth in cooperative institutions and have rated high in member participation and support. Those responsible for administering member education in these countries maintain that study circles have helped in the growth of sound cooperatives.

The study circle movement in India, of course, will develop its own pattern according to Indian conditions, institutions and way of life.

In the development of study circles other countries have learned from each other ; namely Sweden learned from England ; Nova Scotia from Sweden ; and U.S.A. has learnt from Nova Scotia and Viet Nam from the U.S.A., India is in a fortunate position to draw from all sources.

Some students may take the position that conditions in India are so unlike those in these other countries that their experiences with study circles will not be applicable to India. Others may take the position that the peoples of all countries are fundamentally alike, so that with some adaptations the basic principles of study-action group techniques are generally applicable to all countries and peoples.

Obviously this question cannot be decided scientifically and practically in classroom discussions. It needs to be tried out with live people in Indian villages and under varying local conditions.

Stress that it is important at this stage to maintain an open searching attitude. The evidence we have to date is not conclusive but it seems fairly clear that :

1. In working with Study Circles, India can profit from the experience of other countries.

2. While details of study circle operations need to be adapted to local conditions, the basic procedures and principles of operation are generally applicable.

3. The question of whether or not Study Circles will work under Indian conditions will be decided, not in the classroom but in the laboratory of Indian villages. However, students should take advantage of the school situation to study and test the various theories, methods and techniques of study circles.

As the study circle movement in India continues to expand and an increasing number of groups are operating, the question, "Will study circles work in India ?" becomes academic. The fact is, they *are* working.

The pertinent question is, "Under what conditions will study circles work in India ?" This can be the central theme of your presentation to the class and the main question for discussion among the students. See Ref. VII **for educational techniques.**

II. Objectives

1. To impress on students the fact that in working with study circles in India they ara participating in a world-wide development. Other countries are testing and adopting study circles.

2. To make the students aware of some of the more successful techniques in study circle organization and administration as demonstrated in other countries.

3. To prepare students to think realistically about plans for study circle development in their own fields of work.

4. Help students to appreciate that there is no fixed pattern for carrying on a study circle program. Each country has evolved its own plan and procedure based its own conditions and needs.

5. To give students a clear and accurate concept of study circles in various countries in order to prepare them for Section IV where the trainees will study, observe and try out suggested techniques of study circle development in this country.

Involve students in developing your own class objectives for this Section, keeping in mind the use students are to make of this training.

III. The Meeting

Make clear to students that in presenting the experiences of other countries in study circles we are not assuming that these patterns will fit all conditions. However, by taking advantage of the experiences of others, we can not only avoid repeating their mistakes but by wise adaptation we should be able to capitalize on some of their successes.

You will find questions for discussion and student assignments at the close of this Section. Some of the questions can be used as you take up study circle programs in each of the following countries. You will find fuller development of study circle experience under Reference III.

Ohio, USA—pp. 161-164 and pp. 178-191

Sweden—pp. 165-170

Nova Scotia—pp. 171-175

Vietnam—pp. 176-177

Study Circles in Sweden

Axel Gjores of the Swedish Cooperative Wholesale (KF), has been given credit for introducing study clubs in Sweden in 1920. He received his inspiration, according to reports, from the Cooperative Guilds and clubs of Great Britain.

The Swedish study groups are based on the group correspondence course approach. A central organization registers the classes of 10 to 15 persons each, supplies the members with materials and requires group answers to leading questions. The group leader posts the answers to the central organization, where instructors correct the answers and return them to the group leader with their comments and criticisms. The course continues for 10 to 20 meetings after which the class disbands or may take up another course.

Subject matter of courses offered to study groups stresses cooperatives and related subjects. These courses train leadership for the Swedish Cooperative Movement, either as office-bearers or as candidates for more advanced courses at the Central Cooperative College—"Vir Gard".

Distinguisning Features of Swedish Study Clubs

1. Groups operate somewhat as a class taking a Group Correspondence Course.
2. The Course is subject matter centered. The range of study isl imited more or less by the subject of the course. Definite text-books are used but no grades are given.
3. Emphasis is less on the continuing activity of a problem-solving group and more on the mastery of

subject-matter and analysis of problems. The group may not survive beyond the 10 to 20 meetings of the Course. The group, as a rule, is not urged to follow up study with group action although members may and do act on their own. The purpose is primarily to communicate information, stimulate group thinking and develop cooperative attitudes favorable to the cooperative. (Ref. III, 2)

4. The study groups tend to attract students with a co-operative vocational interest. This represents an adaptation of the study group technique to the rapidly expanding need of Swedish Cooperatives for leadership at all levels : administrative, managerial, clerical, official and non-official. Courses are also offered to consumers, especially house-wives, primarily to mak them intelligent consumers. (Ref. III, 2)

A modified form of the Swedish pattern of study circles is being tried out in the city of Delhi in collaboration with the International Cooperative Alliance Regional Office and International Cooperative Alliance Educational Centre for Southeast Asia at New Delhi. (Ref IV, 11.)

Study Circles in Nova Scotia, Canada

The study groups of Nova Scotia began in 1928, impelled by at least three forces : the depression which brought special hardship to the impoverished farmers, fishermen and coal-miners, the dynamic leadership of Extension Department personnel of St. Francis Xavier University and a grant from the Carnegie Fund for Adult Education.

Certain authorities give some credit to the study group program of Sweden for inspiring the study group movement adopted in Nova Scotia. Others say they are indebted to the Agricultural Extension Program in the U.S.A. Certainly the operational pattern in Nova Scotia is unique.

Here the dynamic leaders, mostly churchmen, would often open an Adult Education campaign in a given village with a fervent speech at a mass meeting. This was followed up with an appeal to the villagers, economically depressed coalminers and fishermen, to form study groups, usually in their homes, where they could begin to understand the nature of their problems and to follow up study with concrete group action, by the formation of credit unions, marketing societies and cooperative housing. Through group study and cooperative action these impoverished people achieved an economic and social recovery that has attracted world-wide notice.

The distinguishing features of the St. Francis Xavier (Nova Scotia) study group program are :

1. Groups are organized with crusading techniques under the pressure of specific economic need. The study is directed toward specific cooperative action (credit unions, lobster marketing, housing).

2. Once the action is initiated and the specific motivation for study-action is satisfied, the groups are usually allowed to dissolve. Thus the groups functioning at any particular time may vary from a handful to several hundred. There seems to be no effort to keep the groups alive and continuous after the specific goal has been achieved.

3. The conduct of the groups bears little resemblance to a class following a course of study, and never as a class that ends in an examination or a certificate but as a group studying, planning and acting cooperatively on its most urgent economic problems. (Ref. III, 3 and 3A)

Study Circles ("Advisory Councils") in Ohio, U.S.A.

The study-action groups or "Advisory Councils" of Ohio drew some inspiration from both Sweden and Nova Scotia.

They have the Swedish features of strong Central cooperative sponsorship, promotion and service, plus two-way correspondence between the groups and the sponsoring organization. They employ the Nova Scotia feature of problem-centered study for action.

The groups communicate with the central organization by receiving discussion material and sending to the central organization the results of their group discussion and thinking, but many of the topics discussed and action taken revolve around problems sensed by the local groups, using information locally available.

The distinguishing features of the Advisory Council program are :

1. Advisory councils are *continuing* groups. The whole approach to setting them up, training their leaders, selection of problems to tackle and establishing working relations with the local and state organizations, are designed to foster continuity. On the average less than 5% of the groups disband in a given year. Some groups have met monthly without interruption for over 20 years.

Statistically, the population of ohio is largely urban—only about five per cent of the population earn their livlihood wholly or mainly by farming. Out of a potential membership of around 100,000 farm families the ohio Farm Bureau Federation has around 52,000. Approximately one fourth of these member families belong to Advisory Councils. But the influence and support of these Council Members far exceeds that of the non-council members in the O.F.B.F.

The feature of continuity of the Advisory Councils is vigorously encouraged by the sponsoring organization, the ohio Farm Bureau Federation. The OFBF has consistently treated these groups as the basic functional units of the Federation.

They are the informed and group-motivated members in the organization who take a significant part in designing its policy, developing its program and following through with appropriate action. The eontinuity of Advisory Councils is also reinforced by the social and neighborly quality of their activities. They are organized around existing social ties. Members are attracted to each other as persons. This social aspect helps to unite the group and facilitate group thinking and action.

2. Another feature of Councils is their autonomy. They not only participate in the selection of Council guide topics for discussion but are free to choose other topics as well, and they often do. They make recommendations for both Country and State Farm Bureau resolutions as a guide to the Resolutions Committees. They frequently initiate community projects on their own or in cooperation with other councils in the area. While they often discuss their cooperatives and farm organization, their range of topics is as wide as their concerns.

To summarize, Advisory Councils are small neighborhood groups with definite members who study, discuss and take action on projects and problems that come within the range of their interests, concerns and capabilities. They look upon their sponsoring organization and cooperatives, as instruments through which they can effectively solve their economic, social, civic and neighborhood problems.

Study Circles in Viet Nam—See Ref. III, 4.

V. Question for Discussion and Student Assignments

1. Where are study circles working today in India ? (See Ref. II, also consult your District and State Cooperativ Unions.)
2. Where have they failed ?
3. What facts and/or factors seem important to success?

4. What seem to be the major causes of failure ?

5. How can we further explore and test out the essential conditions of study circle success ?

   (a) in the classroom ?

   (b) in field tours and studies ?

   (c) in the action research conducted in the villages ?

Student Assignments

1. In small work teams of 2 to 4 students each, ask the students to prepare a proposed plan for implementing a study program at the State, District, Block and villages levels.

Have the teams present their plans to the class as "The Indian Plan of Study Circles".

2. Discuss in sub-groups : What are the strong features of

   (a) the Swedish program of study clubs ?

   (b) the Nova Scotia program of kitchen clubs ?

   (c) the Ohio program of Advisory Councils ?

   (d) the Vietnamese program of Study Circles ?

   (e) include other countries where information is available.

3. What values and goals should we keep in mind in evaluating a study circle program ?

   (a) Economy of operation ?

   (b) Continuity of groups ?

   (c) Problem-centered groups ?

   (d) Course-centered or subject-centered groups ?

   (e) Study motive ?

   (f) Action motive ?

   (g) Integration of groups with a sponsoring organization or independent, isolated groups ?

What other values should guide us in planning a study circle program ?

V For Further Study

1. Ref. III.
2. Lincoln, Murray D., "Vice President in Charge of Revolution". (McGraw-Hill Book Co., Inc. New York, 1960)
   See especially, pages 113-123.
3. Ward, Leo R., "Ourselves Incorporated—The Story of Consumer Free Enterprise". (Harper and Brothers, New York, 1945)

   [Note pages 172 to 185 for story of Adult Education in Ohio through Advisory Conncils (Study Circles).]
4. Coutinko, Rev. Boavida, "Community Development Through Adult Education and Cooperatives". (C.I.S.I.S., Rome, Borgo S. Spirito, 8/9, 1964) This is the story of the Antigonish Movement in Cooperative education through study clubs. Note especially pages 221 to 228.
5. Rana, J.M., "Study Circles as a Technique of Cooperative Education".
   (I.C.A. Education Centre, 6 Canning Road, New Delhi, India.)
6. Coady, M.M., "Masters of Their Own Destiny". (New York, Harper Brothers, 1939)
7. Coardy, M.M. et al. "The Antigonish Way". (The Experiment Station, Antigonish, Nova Scotia, 1962)

8, "How St. Francis Xavier Educates for Action".

   (Chicago, The Cooperative League of the U.S.A., 1955)

SECTION IV

HOW TO ORGANIZE AND SUPERVISE STUDY CIRCLES

I. To the Teacher

In the previous sections we have discovered that :

1. Study circles are an effective means of education for group action.

2. Study circles in other countries have done much to prepare members for cooperative action, and this has strengthened their cooperatives.

3. Study circles are now being organized in various parts of India.

With this background we now undertake the central objective of this course, to master the techniques and skills of organizing and supervising study circles. In this Section we draw on practical experiences and experiments with study circles in selected Indian villages. We demonstrate what a study circle is by what it does. We answer the question : "Why Study Circles ? " by showing what they accomplish. We answer the question : "How do you organize and work with Study Circles ?" by studying the experiences and observing the prac-ices of field workers who are producing desired results. These experiments are still going on and better techniques are con-tinually being discovered.

Since the findings of these studies are not final, you as the teacher will encourage your trainees to check their own experiences carefully and report the results to you and their supervisors.

In order to help the students to get first-hand experience of what a study circle is and how it works you are urged to

form study circles or sub-groups within the class, as suggested on page 25. Also see pages 362-365. Here the students can share their ideas and information, discover where they need more help and raise unanswered questions when the groups reassemble. By discussing questions appearing at the end of this Section, students will clear up many questions and misunderstandings. In their small groups students take turns performing the functions of group chairman, discussion leader and secretary, and thus develop skills they will need to teach others in the field.

II. Objectives

Your objectives under Section IV will depend on several factors : the needs of students, the length of the course, etcetera. The following objectives come within the purpose of this Section and are given for your consideration.

1. To achieve in the trainees the skills they need to organize and develop strong study circles.

2. To make them aware of the duties and responsibilities of group leader, discussion leader and Secretary of a study circle and give them some experience in performing these roles.

3. To train them how to lead discussion and write minutes of the proceedings of a study circle meeting.

4. To equip them with knowledge of how they can help cultivators help themselves in their efforts to increase agricultural production, provide better cooperative services, and improve their economic lot through their own joint efforts in a study circle.

5. To give them faith and belief in themselves and convince them that study circles are possible in India, and to give them the self-confidence that they can

help the cultivators run their study circles successfully and satisfactorily

III. The Meeting

What is a study circle ? Ref. IV, 1, (198) ; IV, 2, (199-201)

Study circles in India usually consist of five to fifteen persons—generally farmers, who are friendly with each other and have common interests. These groups meet frequently (usually every fortnight or at least once a month) to carry out their mutually agreed program. A typical meeting includes discussion of problems and planning for action, often followed by folk songs, friendly visiting and refreshments. Group meetings are informal and members are free to express themselves.

Groups handle the problems that concern the members and the community. The members not only discuss their problems but try to decide on a workable solution and take constructive action. Groups within the same cooperative village or block often work together on common problems.

Question : Describe a study circle.

Why join study circles ?

By joining a group, the member builds closer relationship with his neighbors and has a better understanding of his needs and problems. By working together on common problems, the member finds better answers and gets more done by working with others.

Through study circles members take a more active part in the life of their comminity and help make it a better place to live.

Those who solve their problems locally, do not leave them to pile up at higher levels. If problems are left to higher-ups to solve, the solution may be long-delayed or never attended to at all. Many problems can be solved only by those who have them. So let the members discuss their problems and try to solve as many of them as they can at their own level.

Two heads are better than one, is the principle which had been the main spring of Indian life and culture. By thinking and working together members pool their wisdom and generate new enthusiasms for work. People work best in small groups. This is how democracy works in practice.

Question : What is the use of study circles ?

How do we from a study circle ?

(See pages 34-36, 204-208, 222-223)

A study circle can be started by any member of a Co-operative Society whose friends and neighbors will join with him in forming a group. Persons desirous of initiating a study circle may contact the Secretary of the Village Cooperative Society, some local village leader, VLW, CEO, BDO or the Instructor, who could help form such a group. The members are selected on the basis of their mutual and friendly interest in each other as persons and in their desire to improve their own conditions and help the community.

The following procedure for forming study action groups has proved successful in a number of villages : First get the approval and support of the State and District Cooperative Union Officers, Block Officials and local cooperative leaders. Then :

1. Conduct a study tour for potential group leaders to see how progressive villages get things done.

2. Call a meeting of Society Members, including those who took the tour.

3. Invite village leaders to volunteer as study circle leaders. Those who took the tour should be especially encouraged to respond.

4. Have each leader select five to ten members for his group. Members within each group should be friendly with each other and able to work together.

5 Several or all of the small groups within the society meet at the same time and place.

6. At the opening of the meeting all groups assemble and are given a brief talk by an informed person on the topic selected for discussion (about 10-15 minutes).

7. The small groups then go into their separate meetings for discussion. (about 30-40 minutes).

In the first meeting :

(a) the members may take a few minutes to get better acquainted ;

(b) one of the above leaders may explain about the functioning and the objectives of the study circle ;

(c) the group would discuss some of its common problems and select one of these for discussion at the next meeting ;

(d) plan the time and place of the next meeting.

8. The groups reassemle and a spokeman for each group reports on the results of their discussion.

9. Together, the groups decide on what action, if any, they want to take.

10. This proposed action is reported to the Managing Committee for final decision.

Either at the first or second meeting, the group can elect a-Group Leader, and a Secretary. Before adjourning, plan time and place of the next meeting.

Question : How do you begin developing study circle activities ?

What happens at study circle meetings ?

Decision of the group will guide the Group Leader in planning the program of the study circle meeting. Each program should be modified to meet local needs. The following program outlines will serve as a guide.

(a) BUSINESS MEETING—Chairman in charge.

(1) Short visiting period

(2) Recording of attendance

(3) Reading of minutes of the last meeting.

(b) DISCUSSION SESSION—may be conducted as per the discussion sheet provided by the State or District Cooperative Union. If there is no discussion sheet or if the group has a special problem, a resource person from the Block staff or Cooperative institutions, etc., may be invited to give information and answer questions.

(c) PLAN FOR ACTION—Make this specific : assign definite tasks.

(d) PLANS FOR THE NEXT MEETING—Decide date, time and place.

(e) ADJOURNMENT OF THE MEETING

(f) RECREATION—Refreshments etc.

Question : Describe your study circle meeting.

How do study circles work together ?

Each study circle can accomplish a great deal through its own efforts. Study circles may also discover that there are certain matters which call for help from other groups.

The Managing Committee should set up a sub-committee on which each study circle is represented. This Committee

advises with the Managing Committee on the basis of the common decisions taken by the various groups. This helps the society to develop a program which may meet the requirements of the groups. Members should express the views of the groups they represent. Any doubts before this committee may be referred back to the groups for further discussion and recommendations.

By working through the sub-committee of the study circles, all the groups can work together and thus get better results in improved services such as supplying of ample credit, fertilizers, implements, technical guidance, banking and marketing facilities. This united effort of all the groups results in a stronger Cooperative Society which can better serve the members.

When and how do Study Circles work together ?

Study circles are self-help groups. Whenever possible, each group solves its own problems. If additional help is needed they call on other study circles within the society who are interested in the same projects. Where study circles within the same society meet at the same time and place, they often discuss projects which require joint action.

To help study circles in the village cooperative society to pool their strength the village cooperative may set up a coordinating committee made up of representatives of the study circles. This committee reports to the managing committee any projects calling for the help of the society. Thus the managing committee coordinates and guides the study circle program.

To handle bigger problems that require the joint efforts of several societies, the cooperatives of the Block work through the Block Committee and/or Block Development Officer or members of his staff.

District-wide projects call for the help of the District Cooperative Union or if it is not functioning, the State Cooperative Union. Since the District Cooperative Union represents the Central Cooperative Bank, Land Mortgage Bank, Marketing Societies, Government staff of the District, the help of all these institutions may be obtained by the study circles if necessary.

Each study circle should prepare reports of each meeting to be sent to the Managing Committee and to the proper Block or District office so that the group can get the help which these supporting organizations are prepared to give.

How does the State Cooperative Union help Study Circles ?

The State Cooperative Union receives the study circle Reports, either from the District Cooperative Unions or from the Cooperative Education Instructors. These minutes are read and analyzed at the Secretariat of the State Cooperative Union, which then takes appropriate action.

The State Cooperative Union prepares and distributes discussion sheets and renders other helps through the District Cooperative Union, which in turn sends them out to the group leaders of study circles. Study Circle secretaries should take care to include in their reports of meetings any special study materials the group needs. This enables the District and State Cooperative Unions to prepare study materials on subjects vital to the members.

Where District Unions exist and are functioning, they would assume their full share of responsibility for servicing the study circles. Where District Unions are not functioning, the State Cooperative Union assumes direct responsibility for the study circle program.

What is the Group Leader's job ?

The group leader of the study circle is to ensure that the meetings open and close on time. He plans the meetings and

presides over them. He should make sure that the Secretary is on hand at the time of the meeting, or arrange for a satisfactory substitute.

The group leader should decide the seating arrangement. As a rule, he arranges them in a circle. This enables all members to see and hear other members of the group. The group leader can encourage informality by allowing people to keep seated while they speak. A study circle is no place for a speech maker. In preparing his plan for the meeting, the group leader should consult the report of the previous meeting in order to include any unfinished business. A properly conducted meeting helps the group achieve its objectives and brings greater satisfaction to the members. The group leader should be well versed in democratic procedures. He may lead the discussion himself or assign it to another member of the group.

What is the Discussion Leader's job ?

See Ref. VII, 1, (358-359)

In handling the discussion, the following guidelines may be helpful :

1. In order to have good discussion the group needs to face an urgent problem together and try to find an answer that satisfies most of the members. The discussion is not finished until the group has decided what action to take and how to carry it out.

2. Make sure that the topic is of vital interest to the members. It may be necessary to introduce some facts to help them see that the problem is real. Introduce the problem in your own words and be prepared with some pointed questions to cover the main points to be considered.

3. After stating the question, give everyone a chance to present his point of view. Occasionally you may

need to encourage some of the members to speak up but it is generally not advisable to press individuals to speak before they are ready. Some members are more talkative than others. After such a person has expressed himself you might ask "What do some of the rest of you think about this ?"

4. Handle speech-makers as tactfully as you can. You might say "Now we have the view of Mr. X, let us hear from some of the others".

5. Remember not to push your own opinion. Your principal job is to bring out the thinking of others but if you see some important aspect of the problem being overlooked, you should point it out.

6. Keep the discussion going on the main points but allow the members freedom to bring in related problems and experiences. These may provide useful topics for future discussions.

7. From time to time you should summarize the discussion so that members can see where the group has arrived.

8. At the end of the discussion period you should ask the group what action they think should be taken. Specific assignments should be made to be reported on at future meetings. If the discussion has not reached the point of action, it can be continued at the next meeting. If the matter is sufficiently urgent the group can arrange for a special meeting.

What are the steps in solving a problem ?

Good discussion follows the essential steps in problem-solving. Here are the five steps in solving a problem which will help you in condcuting your discussion meeting.

1. What is the problem ? State the problem as sharply as possible preferably in the form of a question.

2. What are the facts ? Try to get all the facts needed for a satisactory solution. You may need to call in technical people who can give you special information. Get as many facts as you can from the group. Remember that what the members feel about the problem is also important.

3. Perhaps several solutions arise out of the discussion. Which of these solutions seems most promising ? What is the group decision ?

4. What should be the group's plan of action ?

5. How shall we delegate the work ? Who does what and when ? It may be necessary to select two or three members to follow through and bring a plan of work to the next meeting.

What does the Secretary do ?

If a problem is worth discussing, it is worth recording. This is the secretary's job. After writing the minutes of the meeting, he should check with the officers and the group to make sure he has correctly reported the meeting. Each group should keep a copy of the minutes for its own record. Another copy goes to the Secretary of the Society, who in turn sees that the Block Development Officer and/or the District Cooperative Union has a copy. In this way the group's thinking and proposals are passed on to the organizations involved in the problem.

The Secretary can improve the quality of the minutes by following these guidelines :

1. Report the meeting as accurately as possible. Always mention the topics discussed and the decisions

arrived at. If no decisions are taken, note the main points. Underscore the actions taken or agreed on by the group. Include questions, recommendations or criticisms directed at the Cooperative Society, the Block Office, the District Cooperative Union, State Cooperative Union or other agencies. (See Ref. III, 8 and VII, 1, page 359)

Give all the specific information requested on the minute sheet. Be sure that the carbon copy of minutes is clear and legible. (See Ref. III,7.)

When a new study circle is formed, what information should go to the District Cooperative Union and the State Cooperative Union ?

1. Name of the Village, Block, District and State.
2. Name of the Cooperative Society.

   Date and Place of the Regular meetings.

4. List of members.
5. Name and address of Group Leader.
6. Name and address of Discussion Leader (if a separate person).
7. Name and address of the Secretary.
8. Name and address of the person who organized the group.
9. Name and address of the Cooperative Education Instructor.
10. Name and address of the VLW and Block Development Officer.
11. Name and address of the Secretary of the Village Cooperative Secretary.

IV. Questions for Discussion and Students Projects

1. What are some of our unanswered questions regarding Study Circles ?

   (Let students formulate their questions in small sub-groups and then present them to the student body for general discussion.)

2. How would you improve on the answers to questions appearing in Ref. IV, 8, 13 and 16 ?

   (Some of these questions-cum-answers could be assigned to sub-groups.)

3. What are some of the major problems we anticipate in our effort to organize and maintain viable and effective study cirles among our villagers ?

   (Assign the more critical of these problems to sub-groups for suggested solutions.)

4. Have each student prepare in writing a case study of an actual village confronted with a genuine problem. This case study should include :

   (a) Village background so far as this is relevant to the problem.

   (b) Events that led up to the crisis or development of the problem.

   (c) A clear objective statement of the problem.

   (d) How village leadership dealt with, or failed to deal with the problem.

   (e) Extent to which the rank and file of villagers were involved in working out a solution to the problem.

   (f) Outcome or present status of the situation.

(g) Analysis (diagnosis) of the problem.
What facts or factors were overlooked ?

(h) Proposed steps toward a satisfactory solution of the problem.

In offering their proposed solutions to these problems, make sure that students :

(a) Observe basic rules of good human relations with villagers and their leaders.

(b) Have all the relevant facts.

(c) Take into account and give due weight to the feelings, attitudes, customs and traditional beliefs of the villagers.

(d) Prepare the villagers to face the facts, weigh the facts and take an active part in working out a satisfactory solution.

(e) Take action, involving everyone affected by the problem.

(f) Follow through and check results.

V. For Further Study

(Items starred (*) are especially recommended)

*1. Ref. III - 1, 5, 6, 7, 8, 9.

*2. Ref. IV - 1 to 16.

*3. Ref. VII - 1 to 9.

*4. Beal, George M., Joe M. Bohlen and J. Neil Raudabaugh, "Leadership and Dynamic Group Action", (Iowa State University, Ames, Iowa, 1962)
(Note especially pages 181 to 190)

5. Sanders, Everette N. "Improving Group Action" Circular 518. (Agricultural Extension Service, University of Arkansas, Division of Agriculture, Little Rock, 1963)

6. "How to Lead Discussion". (Ault Education Association of USA, 1955)

7. "Taking Action in the Community". (A.E.A. of U.S.A., 1955)

8. "Understanding How Groups Work". (A.E.A. of U.S.A., 1955)

9. "Getting and Keeping Members". (A.E.A. of U.S.A., 1956)

10. Dube, S. C., "India's Changing Villages". (London. Routledge, Kegan Paul Ltd., 1958)

11. "Extension Work in the Cooperative Movement". A. F. Laidlaw (Central Committee for Cooperative Training, Reserve Bank of India, Bombay 1, 1958)

*12. Training and Extension in the Cooperative Mevement A. F. Laidlaw (FAO, Rome, 1962)

*13. "Cooperative Education in India". (ICA Education Centre, 6 Canning Road, New Delhi 1)

*14. "Cooperative Member Education"
Planning Research an d Action Institute, (PR&AI, Kalakankar House, Lucknow, U.P., 1959)

15. "Guide to Rural Youth Organization" Planning Research and Action Institute (PR&AI, Kalakankar House, Lucknow, U.P. 1963)

SECTION V

ADMINISTRATION OF STUDY CIRCLES

I. To the Teacher

In this Section you introduce to your trainees the role of the administrator and the principles and practices of effective administration as applied to study circles. Under this same Section we will also consider the functions of the administrator and the supervisor of study circles, with special stress on communication.

You should strees the decisive functions of administration in taking decisions, adopting policy and programs and mobilizing the necessary human and material resources needed to activate the policy and program.

Management is responsible for carrying out the operations and directions laid down by administration. Thus administration and management are two aspects of a total process of taking and carrying out decisions. In this Section we will stress this total process which includes planning, directing and executing the program of study circles.

Under Ref V, you will find several items on the administration and management of study circles. The member education program of NCUI stresses the following :

1. Member education is a continuous process.
2. The chief technique of member education is study circles.
3. The purpose of group discussion is problem-solving action.

4. Officials and non-officials at district and state levels would work together to develop and service study circles, providing them with discussion materials, technical help and organizational support in aiding the groups to coordinate their efforts and achieve their goals.

5. The Cooperative Union would be especially alert to maintain unbroken communications between the groups and the cooperative societies.

According to the Revised Scheme the CEI is no longer directly responsible for "member education" but mainly for "leadership training". He trains leadership and they together with the Block personnel carry on "member education" through study circles. However, at the last State Cooperative Education Officers' Conference, it was decided that each CEI will also organize at least two study circles per year besides his other targets.

This will provide a pattern for other leaders to follow in setting up additional study circles.

Definite provision by NCUI has already been made for the training of Cooperative Education Instructors in the field of study circles.

Since Block personnel share responsibility for the supervision of the study circle program definite provisions should also be made for their training in this field.

In planning your presentation of this Section be sure to familiarize yourself with these references so that you can make proper use of them as they fit into your lesson plans. These readings present a number of administrative questions and issues which students will need to explore.

You might assign certain questions or problems in this field for students to study and report on in class, using Ref. V as source material.

For example, here are some questions for discussion :

1. How would you assure two-way communication ?
2. How would you bring about coordination between the various agencies in the community and Block in the study circle program ?
3. How would you follow up study circle discussion with action ?
4. How would you select topics, prepare and use discussion sheets ?
5. How would you train study circle leaders ; the chairman ? the discussion leader ? the secretary ?

You may make these assignments either to individuals or to small work teams of two or three students each. The student reports are discussed by the class as a whole. Further problems that come up and need clarification, can be assigned to the sub-groups of five to ten students each. These groups would then report back to the total group.

Again, be sure to impress on students the vital importance of effective administration and management in determining the success of the program. Ability of students, both to understand the functions of administration and management, and to cooperate in organized teamwork to carry out these objectives, is decisive, not only for the success of the program but also for the success of the student himself.

Assuming that a number of the trainees will be responsible for organizing, maintaining and/or supervising study circles, they will want to know what help they need, where to look for it and what agencies may assist in the more effective functioning of study circles. They will need to know the provisions made by their organization for services and coordination of the program. These are among the numerous functions of administration. By appreciating the role of administration trainees will be able to work more constructively to help administrators to

keep the machinery of organization running smoothly so the study circles will function properly and achieve desired results

For further details on the policy and program of the National Cooperative Union of India for study circles, see Ref. V, 1. For an evaluation of the NCUI study circle program, see Ref. V, 4. It should be noted that most of the pilot studies on study circles have been conducted since April, 1964, when "the Explanatory Note on Revised Member Education Program" was published. On the basis of these more recent experiences, some changes in the Explanatory Note are suggested, and as new experience accumulates, additional revisions will be in order.

In the study of the administration of study circles, the experiences of other countries can be helpful. Under Ref. V. 7, you will find a description of the Advisory Council Program of the Ohio Farm Bureau. The administrative practices described in this article are the outgrowth of thirty years of experience with study circles. Likewise the trainees should familiarize themelves with the study circle program of Nova Scotia (Sec. III, pp 30 and 31) where conditions more nearly resemble those of India. For Study Circles in Sweden see Section III, pp 28-30. For teaching techniques make full use of Ref. VII.

II. Objectives

1. To convince the trainees that on the basis of experiences gained thus far, the study circles can operate successfully in our villages provided persons at various levels who are responsible for the program clearly understand their role and give their enthusiastic and persistent support to make the initial experiments successful.

2. To bring trainees to a readiness based on self-confidence and skills to collaborate with their supervisors

and co-workers in initiating study circles on pilot basis in their respective areas.

3. To acquaint trainees with the democratic set-up of administration and how study circles function as a democratic force within the sponsoring organization and in relation to various other community development agencies.

4. To make it clear to the trainees the value of two-way communication and how to implement this at the administrative level.

5. To acquaint them with desired attitudes and aptitudes as extension workers to bring about successful two-way communication between study circles in villages and the supporting agencies at various levels.

III. The Meeting

We open the meeting with a quotation from the late Sir V.T. Krishnamachari, former president of the National Cooperative Union of India, who made a significant statement on "The New Administrative Outlook" at the Second Development Commissioners' Conference, in 1953. See Preface.

Questions for Discussion :

1. To what extent has the change in outlook recommended by Sir V. T. been achieved ? (Have students cite instances.)

2. What is your personal feeling about this revolutionary change in outlook ? What changes does this call for in your customary way of working ?

   What changes does this "new look" suggest in the way your organization or agency functions ?

3. Assuming that you have the administrative support, what steps would you take to implement this new outlook and approach in the village ?

4. What are some of the problems you would likely encounter in a program to train village leaders for this new approach of getting "the villagers to tell us what they want and for us to assist them", rather than "to force our programs and plans on the villagers " ?

5. In making this reversal in educational approach, how would you handle training situations to minimize resistance to the change and facilitate adoption of the new viewpoint ?

The Place of the Small Group in a Cooperative Organization

The strength and effectiveness of a democratic organization is based on the widespread and vital participation of its members. In this course we have repeatedly stressed the advantages of small groups in mobilizing members to action. Cooperatives that have been most effective in getting their members to work together in problem-solving groups have found the following policies and techniques of basic importance :

1. The organization measures its progress and evaluates its success largely in terms of the extent and quality of participation of its members in dealing effectively with their problems through the organization.

2. The basic social unit in problem-solving activity is the small group. (Five to ten families or individuals per group are usually recommended.)

3. These groups function as *permanent* social units integrated with the sponsoring cooperative organi-

zation, not as classes or even as discussion groups which operate for a limited period and dissolve.

4. Through the Organization the study circles can work together on problems of a larger scale. Small groups single-handed will deal successfully with many local matters. As the scope of the problem expands it calls for the integrated action of small groups federated on a larger area basis : the village, the district, the province or the nation.

5. The coordinated action of small groups on these higher levels requires a corresponding improvement of the organization's services in such activities as :

   Member education
   Field supervision
   Leadership training
   Research (Economic, social, educational)
   Communication (Publications, visual aid, mass media, personnel)
   Organization of new groups
   Servicing and revitalizing of old groups.

6. All leadership and personnel of the sponsoring organization from Chief Administrator to local voluntary group leaders must conceive their roles in relation to a unified purpose and organizational effort.

7. Communication in a two-way functioning is vitally important to an effecutive member-participation program.

The lines of communication that link the individual family first with the small local group, and then with progressively higher levels (of village, District, State and Nation) must be constantly strengthened to carry an increasingly heavy

load, and constantly kept in 'repair' so that no link will be weakened or broken. The chain of communication is no stronger than its weakest link. (See Ref. V, 5, 6, 7 and 8 on Communication)

Indian villagers have their own communication system *within* the village. The task of development workers is to make connections between this system and the outside world, which the villages will accept. After reading these references on communication discuss the question :

How may study circles provide the connecting link between the villagers and the larger community ?

Ref. III, 9 is an Organization Chart showing "How Farmers Work Together Through Farm Bureau". This shows Advisory Councils as the vital link between members and the County Farm Bureau Board.

Two-Way Communication with Villagers

How do we reach and motivate the villager to use improved farm practices that will enable him to produce more food and achieve a higher level of living for his family ?

This is a problem in communication. First of all, to reach and motivate the villager our communications must be *understandable*. We must use the language and familiar expressions of the villager. This often means we must work through local leaders who know the language of the village.

Second, we must make our messages *acceptable*. We need to know and respect the villager's deep-seated beliefs, traditions and ways of working. We need to know the village leaders and how they exercise authority and power in village affairs. We need to understand the various groupings based on caste, class, religion, politics and occupation, and how they function in the life of the village. To achieve results we must

recognize and work with the personal and social forces in the village.

Finally, our message to the villager must be *actionable*. We cannot deal with abstractions if we want concrete results. Nor can we impose our ideas onto the villager, if we want him to listen. We must start and stay with the villager's problems and needs as he feels them, especially the problems he wants to solve and is capable of solving without too much outside help.

One villager declared : "We are tired of meetings where we just talk, talk, talk." If the discussion does not lead to constructive action, the villager will soon become discouraged and drop out.

The study circle is really an action group. Large crowds are not likely to follow through to responsible action but small face-to-face groups where people know, like and trust each other are more ready to follow talk with action.

Communication—The Life Blood of Administration

In discussing Administration we are really talking about communication. Effective administrators do not merely draw up the plans and policies in a vacuum and then look around for some way to communicate these to the members. Able administrators start with two-way communication with members in order to shape policy with respect to members' wishes.

The life blood of an organization is the circulation of ideas. Administration is the heart that keeps ideas flowing to and from the members.

Why do messages from the organization to the villager so often fail to reach him ? If the greatest "sound barrier" between the outside world and the villager is at the village wall, how can we penetrate this barrier ?

This is perhaps the key problem of the cooperative, and government extension service. No matter how good communications may be all up and down the line, if they fail to register on the villager, they really do not exist so far as he is concerned.

Read Ref. V, 5 for an example of communication that reached the villagers and resulted in productive action.

What made this communication succeed ? You will note that :

1. The request for help came from a *group*, rather than from an individual. Where several villagers get together and agree on what they want they usually get more attention.

2. This study circle had requested material on this particular subject.

3. The Cooperative Education Instructor followed through on the group's request by asking for and getting the material from the State CEO.

4. The State CEO had the material translated from English to Punjabi so that it was *understandable* to the cultivators.

5. The CEI had an unbroken line of communication between himself and the Study Circle through the Block Development Officer, the village level worker, the secretary of the local society and the group leader. Ask yourself, "How did this happen ?"

6. The group leader received the material in time to distribute it to the members so they could learn its contents in advance of the meeting. This made the material *actionable*.

IV. Questions for Discussion and Student Projects

1. In the above example of communication where would you look for the message to break down? See Ref. V, 5, from middle of page 270.

2. What would you do to make sure that you, in your position (as CEI, BDO or CEO, etc.) would have an unbroken line of two-way communication between you and the cultivators?

3. Do you agree that the weakest link in the chain of communication is at the "village wall"? Discuss.

4. How would you strengthen the connection between the village communication network and that of the outside? What would be the role of study circles in this undertaking?

5. Bring to class an instance where a communication between the villagers and the outside broke down. This preferably should be a case in which the person reporting was involved and had the essential facts. In their sub-groups the class may select and discuss some of these cases and draw up group answers to the following:

   (a) What were the key Causes of the breakdown in communication?

   (b) How would we proceed to repair the breakdown?

   (c) How would we have prevented the breakdown?

6. Draw up a Communication Chart for your organization or agency showing the essential steps or stages in communication between the Centre and the villagers. Identify key points where breakdowns are most likely to occur. Outline in detail the measures

to be taken to insure continuous two-way flow of communication. (See Ref. III, 8)

7. Have students bring in cases they have experienced where a breakdown in communications created difficulties.

Discuss :

(a) How would we have handled this difficulty ?

(b) How would we have prevented the failure in communications ?

V. For Further Study

1. "Superviosin and Consultation"
(Adult Education Association of U.S.A., 1956)

2. "Explanatory Note on Revised Member Education Programme"
(New Delhi, National Cooperative Union,
72 Jor Bagh, New Delhi 3, 1963).

SECTION VI

TRAINING STUDY CIRCLE WORKERS

I. To the Teacher

Since the training of workers involves methods and techniques of teaching, you will find meterial in Section VII useful in preparing yourself to handle this Section. At the outset of the session, impress on trainees the necessity of training as an essential function in any development program. See Ref. VI, 2. The need to train personnel and educate members is especially urgent in the cooperative enterprise. An essential condition of an effective study circle program is an adequately trained corps of supervisors and leaders to carry on the work at every level.

II. Objectives

1. Gain conviction of the trainee that member education is a necessary function of cooperative business enterprise.

2. Help trainees to understand and accept their responsibility for conducting training programs.

3. Gain proficiency in the particular skills and techniques which students need in order to fulfil their responsibilities for education and training.

As in other Sections your definition of purpose will be qualified by the needs and background of this particular group of students, time available for the course and the level of their performance on the job. The primary concern should not be to cover the ground, but to concentrate on selected specific objectives and achieve a higher level of performance.

III. The Meeting

Not only is trained leadership an essential ingredient of a successful study circle program, but we must provide this leadership at every level. We now give our attention to the essential content and effective methods of training. Fortunately, the Cooperative Unions have already gained experience in this kind of leadership training at all levels. During the three-month period from February to April, 1965, the National, State and District Cooperative Unions scored four "firsts" in leadership training for study circles. For the first time, training conferences were held at each of the four levels, State, District, and Block.

Here is the record :

1. February 19 and 20, 1965—The National Cooperative Union of India conducted its first 2-day seminar on study circles for State Cooperative Education Officers.

2. March 2 to 30, 1965—The NCUI at the All India Cooperative Instructors Training Centre at New Delhi, conducted its first one-month course on study circles for Cooperative Education Instructors.

3. April 21 to 24, 1965—The Maharashtra State Cooperative Union conducted the first State level study circle training course, for members of the State staff, selected (Senior) Cooperative Education Instructors, Cooperative Inspectors, Principals of Junior Cooperative Training Centres and others.

4. April 13, 1965—The Raipur District Cooperative Union of Madhya Pradesh State conducted the first study circle Seminar at the Block level for the Block Development staff, Cooperative Education Instructors, study circle leaders and Leaders of Leaders.

This one-day course held for Pallari Block at Khartora Village was followed the next day by a similar seminar for Abhanpur Block.

Note carefully Ref. VI, 4-13 for details of program and procedure of these four training conferences. You will need to make frequent use of the References as you study each of the four levels of training. Below is a brief description of each :

1. The NCUI Seminar for State CEO's was attended by CEO's and/or their assistants from most of the States of India. Instruction and discussion covered the theory of study circles, what they are, the role they play in cooperative action and how they are organized, supervised and conducted. Stress was placed on leadership training, the preparation of discussion guides, administration and supervision of the program. Following the conference, a number of the CEO's took steps to initiate or accelerate the study circle program in their respective States. See Ref. VI, 4, pp. 300-302.

Questions for Discussion

A. What definite steps have been taken by your State Cooperative Union to develop the study circle movement ? (Trainees will need additional information from the teaching staff on late developments. If necessary, write the NCUI and/or your State Coperative Union.

B. (a) How many groups are functioning in your State?

(b) What is the extent of leadership training ?

(c) What materials have been produced :

(1) on study circle techniques ?

(2) on study guides ?

(3) (other)

Student Project

1. Outline your plan of procedure for initiating a study circle program in your district or area.

   Indicate how you would involve your State Cooperative Union. Where would your District Cooperative Union come into the picture? What working relations would you seek with Development personnel? (District Development Officer, Block Development Officer, CEO's, AEO's and VLW's)

   What functions would the Cooperative Secretaries and Managing Committees perform?

2. Through March, April and May, 1965, the NCUI Cooperative Instructors Training Centre gave three one-month courses on study circles to approximately 100 trainees, representing practically every State of India. These courses included both theory and practical skills in working with people through small groups. Many of the student assignments were carried out in small work groups resembling study circles which gave trainees firrt-hand experience in small study-action groups. Student response to this training was good, both in the classroom and in field performance. These courses given at the Centre are constantly being re-evaluated and revised as the staff, with the help of students, evolve improved techniques. These courses have been the testing ground of much of the material appearing in this Manual.

   "Materials appearing in the Manual have helped to increase the effectiveness of the courses. In turn, experience and insights gained by the Principal and staff in using the materials in the Manual have prompted numerous additions and revisions." See Ref. VI. 5 (304-314) for complete syllabus.

Questions for Discussion

A. Have any of the teachers or students of this class received training on study circles at the All India

Cooperative Instructors Training Centre in New Delhi ?

(a) If so, report briefly to the class some of the things you learned that proved most useful to you in your work.

B. If no one in the class has had this training, invite someone who has had training to meet with the class, report on his training and answer questions.

3. State Cooperative Union (Maharashtra) held a 4-day Seminar on Study Circles (April 21 to 24, 1965). Instead of bringing in trainees from all over the State, the staff decided to concentrate on a selected Division embracing 12 districts as a pilot area. The Senior Cooperative Education Instructor of each district was selected for training along with the Principals of Junior Level Training Centres, Coop Inspectors and others. The purpose was quite specific—to equip responsible supervisors within the limited area, with needed information and skills to organize and maintain study circles in selected blocks and villages. The aim was quality rather than quantity. The result of this training is to be followed closely for the purpose of checking its effectiveness in terms of performance and favorable results.

This seminar and others to follow are expected to provide useful patterns for the training of State and district officials and non-officials responsible for developing and conducting study circle programs.

For a more detailed account of this seminar See Ref. VI, 6 and 6A.

Questions for Disscussion

(a) What steps has your State Cooperative Union taken to train leadership in study circles ?

(b) As a class project, let us suppose your class has been asked by the State Cooperative Union to draw up a proposed program for a 4-day training conference on study circles. Your teacher assigns this work to sub-groups of 3 to 5 members each. These various groups will then integrate their separate plans into a master plan.

Students are to draw on their training in this course, the experience of Maharashtra and their own experience.

4. The District Cooperative Union Work Conference, Raipur District, Madhya Pradesh, was held for the specific purpose of helping Block personnel, Managing Committees and study circle leaders to gain understanding and develop skills needed to carry on and extend the study circle program already under way in Raipur District. Since most of the trainees using this Manual will likely be involved in training programs at the district, block and village levels, the Raipur District training programs hold special interest.

On the basis of experience gained from this conference we suggest the following :

(a) The initiative for study circle training at the district level normally rests with the District Cooperative Union, but involves a joint effort and responsibility of all organizations and agencies serving cooperatives and community development. The Deputy or Assistant Registrar, the Block Development Officer of the blocks concerned, the members of the District Cooperative Union Board or Committee, the Cooperative Education Instructors, the Cooperative Managing Committee Members, Cooperative Secretary and

other leaders of villages involved, all can have definite part in the planning and operation of the training program.

(b) A good way to teach the study circle technique is to use it in the training of the people who are to lead others in this technique.

(c) The training should provide for extensive participation of village and cooperative leaders. Where discussion revolves around the felt needs and problems of the trainees they respond more readily and learn more quickly.

(d) Villagers discuss more freely when they are in groups of their own people. The presence of prominent leaders in the group tends to inhibit spontaneous discussion by villagers. However, there is a place for resource leaders who should be near by to help the group when help is needed.

(e) The Conference Chairman and other resource leaders should get together before the conference opens to review the program and get a clear understanding of the procedure, and the role of each participant in the program. See Ref. VI, 7 to 13 for more complete details on the Raipur District Seminar on Study Circles.

Questions for Discussion

These questions may first be discussed in the sub-groups. The group secretaries then report findings to the whole class for further discussion, questions and suggestions. An editorial committee can then take the reports and suggestions as a basis foı the final plan.

(a) What experience have we, in this group, had in training District, Block or village leaders for study circle work ?

(b) On the basis of our experience or understanding of study circles what does our group agree should be included in a 1-day leadership training conference on study circles ? See Ref. VI, 7 to 13.

(c) What methods and training techniques would we use ? See Ref. VII.

(d) How should the duties and responsibilities for the training of local leaders be allocated among officials and non-officials of the District, Block and Society ?

IV. For Further Study

*(*Especially recommended)*

*1. Batten, T.R., "Training for Community Development—A Critical Study of Method". (London, Oxford University Press, 1952)

2. Gordon, Thomas, "Group Centered Leadership". (Boston : Houghton Mifflin & Co., 1955)

3. "Training Group Leaders". (Adult Education Association of U.S.A., 1956)

4. "Cooperative Leadership in South-East Asia". (New Delhi, International Cooperative Alliance, 6 Canning Road, New Delhi-1, 1963)

5. Hutchinson, Carl R., "Terminal Report—The Cooperative Research and Training Centre, Viet Nam". (Chicago, The Cooperative League of the U.S.A., 1962)

(Note especially pages 10-16)

SECTION VII

GROUP METHODS AND TECHNIQUES

1. To the Teacher

Throughout this Manual we have stressed the group as a dynamic force in problem-solving action. We have discussed the group process, both in theory and in practice. The readings suggested under Section I and Ref. I, emphasize the power of the group and how to improve groups so that they will move more readily toward their goal.

All through the manual we have cited concrete cases, experiences and demonstrations of productive group action. We now discuss in some detail some of the more effective techniques as tools that help the group to achieve its objectives. It should be stressed that teaching techniques properly selected and used can help the teacher but cannot take the place of competence in the teacher. The essential skill is in the teacher, not in the tool. The acid test of good teaching can be measured in terms of improved performance in the trainees. "If the student has'nt learned, the teacher hasn't taught."

An essential element in good teaching is the ability of the teacher to select and use the most appropriate teaching tool for the specific situation. This selection and use will depend on such factors as : purpose of the training, level of student ability, needs of the students, resources of the teacher and physical limitations of space, time, and teaching materials.

As a rule, techniques which evoke an active response from the learner are more efficient than those which leave the student a more or less passive recipient of information. Effective teaching involves a give-and-take between teacher and

students and among students themselves. Learning is speeded up and reinforced by interaction within a group and among groups.

For our purpose no attempt is made here to present all known group techniques. Our purpose is more selective,—to consider those techniques most commonly useful in the effort to achieve group goals. Skill in the effective use of these techniques is not attainable by formal instruction alone : it takes practice and experience.

In Reference VII you will find source material for your teaching of this Section the following group methods and techniques :

1. Study Circle Technique
2. Sub-Group Technique
3. Panel Discussion
4. Lecture Method
5. Role Playing
6. The Skit
7. The Workshop Technique
8. Case Study Method
9. Group Conversation
10. Large Groups : Annual Meetings and Conferences
11. How to Instruct : The Four-Step Method.

As in the teaching of other Sections you will need to select and stress those References that serve the purpose of the course. This will take into account the needs of students, time available, etc.

In Section VII we discuss each of the teaching techniques briefly, depending on your use of the corresponding Reference for the fuller content. Since students can develop skills and real understanding of these tachniques only by supervised exercise in their use, we recommend that if time is limited you take up for intensive treatment only those techniques that will best serve the purposes of the course. This will allow time for practice training, at least within the classroom situation. At least your class has already gained some proficiency in the use of the Study Circle technique as they have worked in sub-groups in previous sessions. Hopefully, you have made frequent use of other teaching techniques presented in Reference VII.

Let us stress again that effective teaching of these techniques requires actual demonstration and group practice by students. You snould find the 4-Step Method of Instruction (Ref. VII, 11) especially suggestive in teaching these techniques. Please bear in mind that "the learner" referred to in the 4-Step Method is really a small group rather than an individual. But members of the group are also treated as individuals. The class of not over 10 trainees works as a group. During most of this time each trainee takes his turn to demonstrate before the class the use of the 4-Step Method in teaching a particular skill to another student. The other members of the class observe, take note and later discuss and suggest improvements on the trainer's handling of the teaching situation.

If the duration of your course is, say, three months or more and you can secure the services of a qualified instructor in the 4-Step Method of Job Instruction Training, the ten hours given to the teaching of the 4-Step Method should be a good investment in terms of student progress.

II. Objectives

The objectives of Section VII within the bounds of available time, talents and other limiting factors, are: to equip

trainees in the practical skills required under widely varying conditions and situations in the field,

(a) to perform effectively any and all leadership functions of a *study circle* ;

(b) to instruct effectively the various leaders of study circles in the performance of their jobs ;

(c) to organize and supervise *sub-groups* within a larger group, and demonstrate competence in teaching others this technique.

If time allows and the objectives of the course require, one or more of the remaining group techniques listed below should be selected and included in the above objectives. That is, demonstrate skill in the use of

(d) The Panel Discussion

(e) The Lecture

(f) Role Play (requires special training beyond the resources of the Manual)

(g) The Skit

(h) Case Study

(i) Group Conversation

(j) Large Groups.

The teacher and class will define their particular objectives according to needs, resources and situational factors.

III. The Meeting

You might begin this sesssion by studying and practising the particular teaching techniques you have selected for special emphasis. Be sure the students have a mental grasp

of the peculiar value and use of each technique. After you have explored each technique with the class and answered questions, you are ready to follow up with demonstrations and practice in their proper use.

For this purpose Sub-groups of 2 to 5 students each could be assigned specific techniques for dramatic presentation to the class. You and members of your staff should be on hand to guide and counsel with the sub-groups where they need help. However, you should encourage the trainees to use their own creative imagination and initiative.

Each presentation would be followed by class discussion, constructive criticism and efforts to improve the demonstration.

In the classroom demonstrations of group techniques stress the use of several techniques in the same presentation. For example, the demonstration could begin with a lecture by one member of the team, on a given topic or problem, using blackboard, flip charts or flannelgraph. This talk would stage the problem and give essential facts, taking in all, five minutes. The lecturer could then convene the team into a forum in which each member would represent a different viewpoint. After about 5 minutes or so the group would reconstitute itself into a study circle to integrate the differing positions. (5 minutes.) They then might dramatize the problem through a skit or role play to bring out attitudes, feelings and emotional factors.

Other combinations will readily suggest themselves. Needless to say, such a production would require some planning and preparation.

IV. Questions for Discussion and Student Assignments

In discussing any one of the ten teaching techniques above, questions such as the following could be used to focus thinking and direct discussion. To illustrate we will take.

The Study Circle Technique

1. What are the chief characteristics of a study circle as to :

   (a) function ?
   (b) cohesion ?
   (c) conduct ?
   (d) structure ?
   (e) longevity ?
   (f) intra-group relations ?
   (g) inter-group relations ?
   (h) control ?
   (i) decision making ?
   (j) role within sponsoring organization ?

2. What are the values of study circles :

   (a) to the individual members ?
   (b) to the group ?
   (c) to the community ?
   (d) to the sponsoring organization ?

3. What are the chief advantages of the study circle technique over :

   (a) working with individuals ?
   (b) working with large groups ?

4. Under what conditions would you use the study circle method ?

5. How can we make the study circle method achieve good results ?

6. To be effective, how should the study circle conduct its affairs ? What specific things should it do ?

7. What officers and leaders are needed if study circles are to operate successfully ? What are the duties of each ?

The chief aim of Section VII is to develop the abilities and skills of trainees in the use of group techniques and methods. This requires actual practice in the field.

In order to give trainee a "taste" of study circle work where he can get practice in the use of group techniques one or more of the following assignments is suggested :

(a) Following the classroom work of the course, assign the student to a given area to work under a supervisor qualified to guide the student in conducting a study circle program.

(b) Arrange for the student to observe a skilled study circle organizer at work.

(c) Bring into the classroom a group of villagers (perhaps 5 or 6 members of the managing committee of a local cooperative) who are willing to form a study circle. Let the students observe an experienced worker form the group.

A similar demonstration could be conducted with a group of urban people.

(d) Put on skits or role play where one or two students take the part of organizers while others in the group take various roles as farmer, school teacher, panchayat member, etc.

A CEI approached a village to organize a study circle. He ignored the village elder (village Panchayat President) because he was not very articulate and played up a younger fellow, the village Cooperative Society's Secretary/Manager who had been trained by him. When the CEI went to the village the second time to meet the members of the study circle no one showed up except the Secretary because the village elder had forbidden the members to participate. In

order to regain confidence and support of the village elder and make the study circle a success, how should the CEI approach and win over the village leader ? Please note that there may be more than one "right" solution.

V. For Further Study

*(*Especially recommended)*

* 1. Beal, George M., Bohlen, Joe M., Raudabaugh J. Neil, "*Leadership* and Group Dynamic Action". (Iowa State University Press, Ames, Iowa, 1962) pages 177-270.

* 2. Batten, T.R.

"*Training for Community Development*—A Critical Study of Method". (London, Oxford University Press, 1952)

3. "Extension Methds, Techniques and Communication Media"

Animal Husbandry Extension, Summary Record, Sixth Special Course. Extension Education Institute (Directorate of Extension, Ministry of Food and Agriculture, Government of India, New Delhi, 1964)

4. Do Bois, Rachel Davis and Mew-Soong Li, "The Art of *Group Conversation*" (" A new breakthrough in social communication")

(Association Press, 291 Braodway, New York, N.Y. 1963)

5. Countinko, Rev. Boavida, "Community Development Through Adult Education and Cooperatives". (C.I.S.I.C., Rome, Borgo S. Spirito, 8/9 1964)

6. "Conferences That Work"
(Adult Education Assocation of U.S.A., 1956)

* 7. Tu Nguyen Manh,
"Group Action". (Saigon, Viet Nam, The Cooperative Research and Training Centre, 1962)

8. "Improving Group Action", Circular 518
(Little Rock, Agricultural Extension Service Division of Agriculture, University of Arkansas.)

Ref. I, 1

THE PRIMARY GROUP IN SOCIETY

Prof. Charles H. Cooley was one of the early sociologists who contributed to our understanding of the small group in society, which he called "the primary group". The following quotations are taken from "Social Organisation".*

"By primary groups I mean those characterized by intimate face-to-face association and cooperation. They are primary in several senses, but chiefly in that they are fundamental in forming the social nature and ideals of the individual. The result of intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group. Perhaps the simplest way of describing this wholeness is by saying that it is a "we"; it involves the sort of sympathy and mutual identification for which "we" is the natural expression. One lives in the feeling of the whole and finds the chief aims of his will in that feeling.

"It is not to be supposed that the unity of the primary group is one of mere harmony and love. It is always a differentiated and usually a competitive unity, admitting of self-assertion and various appropriative passions; but these passions are socialized by sympathy, and come, or tend to come, under the discipline of a common spirit. The individual will be ambitious, but the chief object of his ambition will be some desired place in the thought of the others, and he will feel allegiance to common standards of service and fair play. So the boy will dispute with his fellows a place on the team, but above such disputes will place the common glory of his class and school.

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"The most important spheres of this intimate association and cooperation though by no means the only ones—are the family, the play-group of children, and the neighborhood or community group of elders. These are practically universal, belonging to all times and all stages of development; and are accordingly a chief basis of what is universal in human nature and human ideals.

"Of the neighborhood group it may be said, in general, that from the time men formed permanent settlements upon the land, down, at least, to the rise of modern industrial cities, it has played a main part in the primary, heart-to-heart life of people. Among our Teutonic forefathers the village community was apparently the chief sphere of sympathy and mutual aid for the commons all through the "dark" and middle ages, and for many purposes it remains so in rural districts at the present day.

"But the fact that the family and neighborhood groups are ascendant in the open and plastic time of childhood makes them even now incomparably more influential than all the rest.

"Primary groups are primary in the sense that they give the individual his earliest and completest experience of social unity, and also in the sense that, they do not change in the same degree as more elaborate relations, but form a comparatively permanent source out of which the latter are ever springing. Of course they are not independent of the larger society, but to some extent reflect its spirit. Among the German, and still more among the Russian peasantry are found habits of free cooperation and discussion almost uninfluenced by the character of the state; and it is a familiar and well-supported view that the village commune, self-governing as regards local affairs and habituated to discussion, is a very widespread institution in settled communities, and the continuator of a similar autonomy previously existing in the clan.

"These groups, then, are springs of life, not only for the individual but for social institutions. They are only in part

moulded by special traditions, and in larger degrees, express a universal nature. The religion or government of other civilizations may seem alien to us, but the children or the family group wear the common life, and with them we can always make ourselves at home.

"To return to primary groups : the view here maintained is that human nature is not something existing separately in the individual, but a *group-nature or primary phase of society*, a relatively simple and general condition of the social mind. It is something more, on the one hand, than the mere instinct that is born in us—though that enters into it—and something less, on the other, than the more elaborate development of ideas and sentiments that make up institutions. It is the nature which is developed and expressed in those simple, face-to-face groups that are somewhat alike in all societies ; groups of the family, the playground, and the neighborhood. In the essential similarity of these is to be found the basis, in experience, for similar ideas and sentiments in the human mind. In these, everywhere, human nature comes into existence. Man does not have it at birth ; he cannot acquire it except through fellowship, and it decays in isolation.

"Society and individuals are inseparable phases of a common whole, so that wherever we find an individual fact we may look for a social fact to go with it. If there is a universal nature in persons there must be something universal in association to correspond to it.

"What else can human nature be than a trait of primary groups ? Surely not an attribute of the separate individual—supposing there were any such thing—since its typical characteristics, such as affection, ambition, vanity and resentment, are inconceivable apart from society. If it belongs, then, to man in association, what kind or degree of association is required to develop it ? Evidently nothing elaborate, because elaborate phases of society are transient and diverse, while human

nature is comparatively stable and universal. In short the family and neighborhood life is essential to its genesis and nothing more is.

"Here as everywhere in the study of society we must learn to see mankind in psychical wholes, rather than in artificial separation. We must see and feel the communal life of family and local groups as immediate facts, not as combinations of something else. And perhaps we shall do this best by recalling our own experience and extending it through sympathetic observation. What, in our life, is the family and the fellowship ; what do we know of the we-feeling ? Thought of this kind may help us to get a concrete perception of that primary group-nature of which everything social is the outgrowth."

Ref. I, 2.

THE ROLE OF THE SMALL GROUP IN SOCIETY

From an article by Father Virgil Michel, entitled "Ownership and the Human Person", in The Review of Politics, published in April, 1959, by the University of Notre Dame, South Bend, Indiana.*

"The germ-cell of human fellowship is not the individual but the society of the domestic family, the smallest natural fellowship in which the individual person finds scope for his proper development. From the family upwards there must be an ascending scale of smaller and larger social groups or organisms, so that at each stage the smaller group exists to give efficacy to the action of the individual persons who are its members, and is in turn strong enough as a group to bear efficaciously upon the next larger group of which it is an organic member. If the intermediary relationships are extinguished or do not function, the person is reduced to the helplessness of a mere individual.

"No social reorganization may leave the individual in a situation where the human person becomes an insignificant and helpless entity through the sheer number of the fellows immediately joined with him in the same group. Such a situation depersonalizes and dehumanizes man inevitably. Social reorganization must come through the joining of individual men into immediate (primary) groups sufficiently small for the individual person to count in them and to contribute perceptibly to the common good of the group. Larger organizations must then be composed of these smaller groups, but always in such a way that the small groups themselves can function effectively

*From the Review of Politics, April 1959, University of Notre Dame, South Bend, article by Fr. Virgil Michel, entitled Ownership and the Human Person. Used by permission of the publishers.

within the life of the larger organization and influence the latter. That is, the smaller groups must retain enough autonomy of of their own, so as not to become more mechanical elements in the larger organism. Only thus can the human person remain the basic element and the all-important one in the organization of human society. In relation to present conditions this means, therefore, that social reorganization must be brought about by interpolating smaller organic groups between the numerical mass of individual men and the nation-wide political or economic unity. Thus alone can the person through his groups have effective mastery over himself"

Ref. I, 3.

THE PRIMARY GROUP IN INDIAN VILLAGES

Indian villagers carry on much of their normal activity in small groups. They gather at wash places, thr eshing yards, drinking wells, smithy shops, bazaars, tea shops, markets, weddings, funerals, festivals and melas. They have their work groups,—weaving, handicraft, planting, weeding and harvesting. They have their informal gatherings to visit, exhange information, and plan activities.

Ref. I, 4.

IMPORTANCE OF THE GROUP TO THE INDIVIDUAL

In the primry group the indivdual satisfies his basic needs and wishes for security, recognition and fellowship. In a group he has advantages in securing food and shelter. In a group individuals can specialize and help each other, thus increasing their skils and supply of goods. The individual has the benefit of a variety of view-points, skills and abilities.

In a group he builds his behaviour patterns, and ways of regulating conduct. In fact, it is unless to attempt to change the behaviour pattern of an individual unless there is a like attempt to change his group. Ref. II, 10 and 11.

The small group provides these three dimensions of need fulfilment :

Need for Security in which I am less than you (the group) (Formula : $I < U$)

Need for Recognition in which I am greater than you (members of the group) (Formula :$I > U$)

Need for Fraternity in which I am equal to you (members of the group) (Formula : $I=U$)

To achieve normal adjustment, the individual needs a degree of satisfaction in every one of these three wishes. The chief source of these satisfactions is the primary group.

Ref. I, 5.

INFORMAL GROUPS IN INDUSTRY

In modern industry, the informal groupings perform a vital function. These groups spring up among the workers regardless of the policy or plan of industry. People develop informal patterns of interaction in order to expedite the work required of them. An organization would soon break down if everybody in it did only what his formal job descriptions called for.

In a social order becoming increasingly controlled by formal organizations one of the important functions served by informal patterns of association is that of minimizing friction and frustration created by working with rigid, formal organizations. In such an atmosphere the informal group provides a measure of security and self-expression for the individual.

Ref. I, 6.

PRODUCTIVITY OE SMALL GROUPS IN INDUSTRY

Small groups have demonstrated their effectiveness in greater productivity and improved morale in industry. In the U.S.A. extensive studies have been made in this field.

A classic example of the productivity of the small group approach in industry is reported by C. E. Turner, in the American Journal of Public Health, 1933. 23, 577-584, under the title "TEST ROOM STUDIES IN EMPLOYEE EFFECTIVENESS".* The National Research Council (U.S.A.) conducted this investigation for the Western Electric Company of Chicago to study the effect of ideal illumination and other factors on the productivity of the employees.

"In April, 1927, six experienced female operators, chosen at random, were removed from the department in which they were working to a small test room in the corner of a regular shop. Their work was the assembly of telephone relays and involved putting together a coil, an armature, contact springs and insulators in a fixture, and securing the parts in position by means of four machine screws. The girls were invited to the office of the Superintendent in charge where the plan and objectives of the study were explained to them. Although shy at this first meeting, they readily consented to take part in the study. They were expressly cautioned to work at a comfortable pace and not to make a race of the test.

"There was a fundamental change in supervision. There was no group chief in the test room, but instead a "friendly

*A reprint of this atticle appears in "Small Group" by A. Paul Hare, Edgar F. Borgatta and Robert F. Bales, pp 44-53. (Alfred A, Knopf, New York, 1961.) Portions of this article are reprinted by permission of the publisher.

observer" of the experiment. Discipline was secured through leadership and understanding. The girls were allowed to talk and to leave the bench whenever they liked; they were not compelled to pick up parts from the floor at the time they were dropped. An 'esprit de corps' grew up within the group.

"The first specific problem which the test room sought to study was the effect of rest pauses which were introduced in Period 4. We did learn much concerning rest pauses but soon found that there was a continually rising output in the test room which was, in large measure at least, independent of rest pauses. At the end of four years, the individual operators had increased their output from 40 to 62 per cent. Output rose appreciably in Period 3 before rest periods were introduced. In Period 12, rest periods were entirely eliminated and during 12 weeks output reached a new height. This continued and the unexpected increase in production which was independent of hours of work showed the absurdity of any experiment in which rest periods are introduced and changes in output have been responsible. With the reintroduction of rest pauses in Period 13, total output rose still further.

"We inevitably became more and more concerned with the task of finding the explanations for the remarkably increased output. Was it becauase of better health or at the expense of health of the worker ? Was it due to lessened fatigue ? Was it due to changed pay incentive ? Was it due to an improved mental state on the part of the worker, to the elimination of unhappy preoccupations, or a greater zest for work ?

"In the judgment of the girls themselves, certain elements of the test room situation were listed in the following order of importance : (1) the small group, (2) the type of supervision, (3) earnings, (4) novelty, (5) interest of the girls in the experiment, (6) the attention given in the test room by officials and investigators."

Please note that the workers themselvs felt that the most important factor in greater productivity was the fact that they were working as a team in a small group. They were no longer treated as isolated individuals in a big factory. Members of the work group were allowed to plan their own work and help each other in the production process. The workers voluntarily developed various short-cuts and efficiencies in production as a team. In numerous, informal ways, on their own initiative, they assisted each other to facilitate the work. These employees were supervised by a "friendly observer" instead of a foreman, and he allowed the group to discipline its own members.

We may conclude that small group association and the satisfaetions it provides are important motivators in production and that mutual assistance in small groups can bring about significant increases in work output.

The informal, personal and permissive type of supervision which provides latitude for employees to discipline themselves voluntarilv as a group, and to plan their own work in small groups, contributes to high morale, coordinated effort and greater productivity.

We may conclude from this study that workers in cooperative groups are more productive than isolated workers.

See Ref. I, 11 for a comparative study of the productivity of cooperative groups versus competitive groups.

Ref. I, 7.

BUILDING A PEOPLE'S PROGRAM

The importance of involving the cultivator directly in the activities of development program, especially his effective participation as an enlightened member in the cooperative, the panchayat and village groups has been stressed by various Government officials and technical advisors. We quote a few of these :

"In the ultimate analysis all production is through individual farmers. Hence, whatever we do should be such as to assist the key man, the farmer, to get his means of production in time and to bring science and technology to his door-step to enable him to increase his efforts to create more wealth from the land. The farmer should be made to feel that he is the most important man in the whole project and unless and until such philosophy is brought about and he is given the pride of place in the whole scheme, our effort would not have achieved the desired results."

Minister S. K. Patil

"It is the cultivator who will make this programme succeed or fail, and it is to him and his needs and desires that we must direct a major part of our efforts.

"Here you must always remember that you are dealing with independent men. They are free to choose, and certainly you wish them to remain so. But as long as they are, you must realize that they are just as capable of rejecting what you offer as they are of accepting it.

"So you must show these men that you are concerned with the personal as well as the national aspects of the food

crisis. You must demonstrate that you are concerned with their welfare and the welfare of their families and not merely interested in the economic importance of the food they are expected to produce. Thus you will approach them as equals rather than as superiors; as teachers and motivators rather than as masters and supervisors. You will offer them assistance adapted to their own needs, and you will assure them that the additional productive resources they require will be available easily and under fair and favourable conditions."

Dr. Douglas Ensminger

"If we wish to enrich ourselves by exchanging experiences with the large number of workers engaged in this programme, it is of the utmost importance that we do meet periodically. And this meeting should not be on an ad hoc pattern at the Centre. *It must grow organically from the village* upwards. Members of the funtional sub-committee should sit with the Gram Sahayaks. They must meet periodically to exchange experiences with each other."

Minister S. K. Dey

"Lofty concepts and objectives, important as they are, will not of themselves stimulate cultivators to increase food production. Higher production will result only from tangible incentives that are understood and desired. It follows, then that the Programme's objectives also must be stated in pragmatic terms to assure the active and enthusiastic participation of cultivators. This means, of course, that the dominant role of the cultivators must be kept uppermost in the minds of all persons associated with the Package Programme, irrespective of their specialities or levels of operation."

Dean A. D. Weber

"I would like to emphasize the great need to enlist the support and participation of the cultivators in the mighty task

in which you are engaged. In the ultimate analysis, it is the "man behind the plough" who implements on his tiny holdings any programme of agricultural production. Unless, therefore, he is fully motivated and enthused, no programme can have any chance to succeed. For this purpose, an intensive educational drive will have to be undertaken."

Dr. Ram Subhag Singh

Ref. I, 8.

TYPES OF STUDY CIRCLES

In cooperative practice study circles have been designed to meet two basic needs : the education-for-action of members and the training of secretaries, employees and office-bearers.

The imparting of knowledge and skills for solving problems in groups calls for a structured course of study where the group proceeds in an orderly and logical series of sessions or group meetings. The study circle in this instance may take on the character of a group correspondence course with a trained teacher at the centre, who makes the assignments, supplies the lesson material and trains the local leaders. The local leader conducts the group discussions, sends the group and/or individual answers to the teacher for evaluation, corrections and comments. At the end of the particular course, the group may undertake another course or discontinue. This pattern of study circle has been used extensively, effectively and for some years in the Swedish Cooperative Movement.

In the member education of Ohio, U.S.A., study circles take on a somewhat different pattern. The chief characteristics here are :

1. The group is a functional unit of the sponsoring organization. It participates in building the policy in carrying out the program of the organization. Members and groups are encouraged to speak their minds openly and freely and the organization takes careful note of what they say. The voice of the members in matters of policy and program gets its fullest and most persistent expression from the study circles where members meet regularly and arrive at

group decisions based on pertinent facts and information.

2. The study circle is a continuing group. Its longevity depends on the cohesion, morale and continuing interest of its members. An occasional group will dissolve after a few meetings, while others on record have met regularly each month for twenty-five years. The average life period of study circles in Ohio is approximately ten years.

3. The group meetings are problem-centered rather than course-oriented.

4. The social ties of mutual attraction of the members to each other provides a cohesive force in sustaining the life of the group.

5. The communications of the study circles to the organization are advisory and non-official in character. These groups do not speak for the members as a whole and so do not take over the official functions of the General Body Meetings. While they are sponsored by the Managing Committee, they enjoy autonomy in their decisions and conduct of their affairs. They keep the Managing Committee informed of the views, needs and wishes of the members.

6. These groups are action-oriented. Once the Managing Committee has adopted a policy or project based on the expressed wishes or needs of the groups the participating members are better prepared and motivated to take the necessary action.

7. In both Sweden and the U.S.A. the sponsoring organization supplies discussion material to the groups, and carries on a continuing program of leadership training and field supervision.

Ref. I, 9.

THE STUDY CIRCLE AS A LINK BETWEEN VILLAGER AND THE OUTSIDE WORLD*

Professor D. R. Gadgil has placed special emphasis on making cooperative education practical. He stated that an important objective of member education is the development of good citizenship. This is a slow process because it involves getting more people to take increasing responsibility for leadeeship in the villages. In the development of citizenship, we have found study circles a very useful instrument. In a small, face-to-face group the individual becomes a real person who learns to accept the role of a responsible citizen. He develops a greater appreciation of his neighbours as he learns to work with them through his group.

Study circles serve a wide range of human need. The practice of getting together in small groups to meet human need is perhaps as old as civilization. I observed in one of the villages a scene which impressed me very much. Here was a group of villagers sitting in a circle listening to one of the members reading a newspaper. Occasionally he was interrupted by a question or remark, followed by discussion. Study circles are patterned after normal village group behaviour. Group discussion is indigenous to the life of villagers. People traditionally work in small groups. Father Virgil Michel has pointed out that to have a dynamic society, any kind of self-governing society, the citizens must be members of small groups. Society is made up progressively of smaller and larger groups. As soon as the individual loses his identity in the great mass of the population he loses his sense of responsibility towards his community and his neighbours. (See Ref. I,

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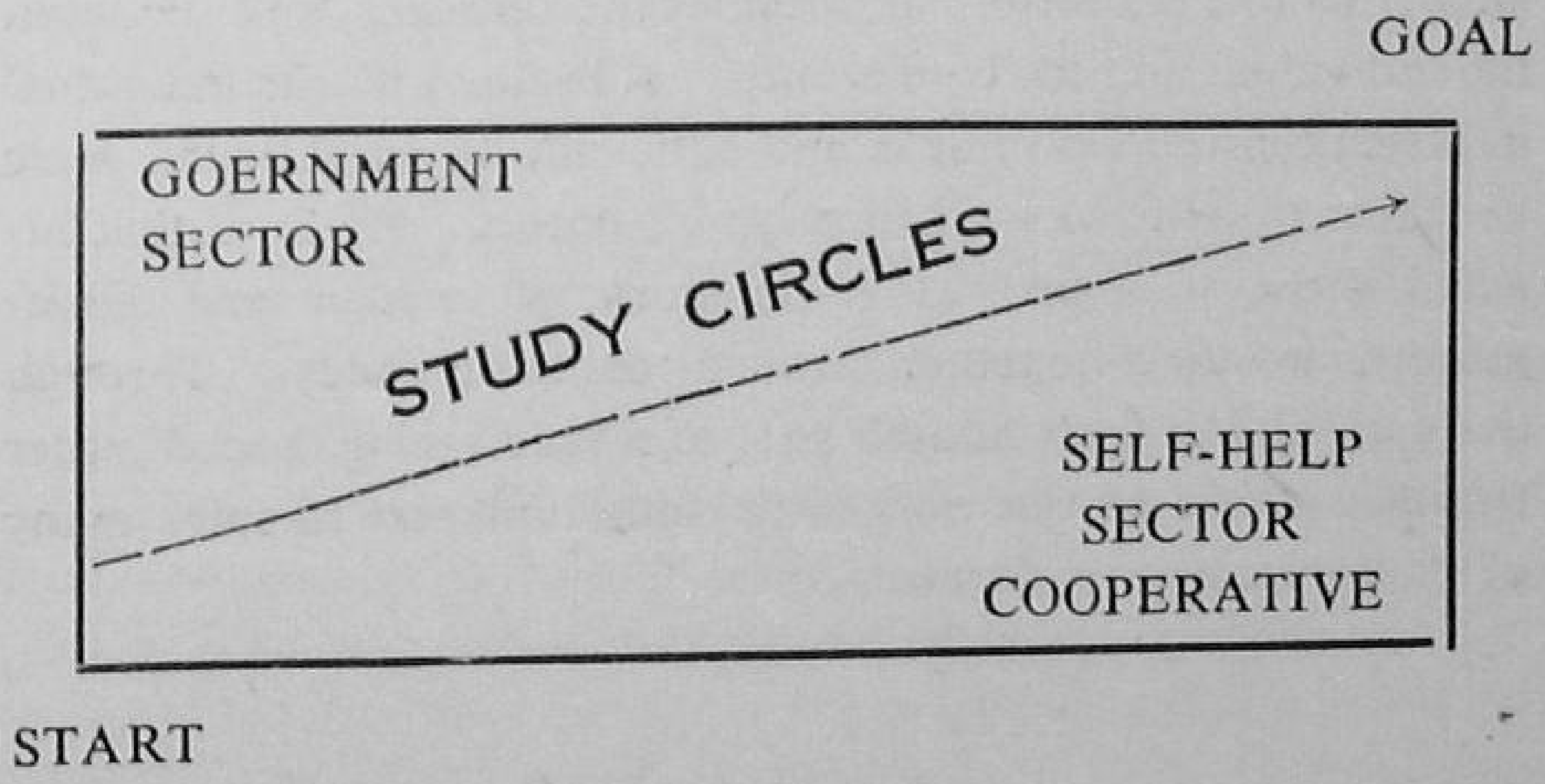
*Remarks by Carl R Hutchinson at the Seminar of Cooperateve Education Officers, New Delhi, Feb, 19, 1965

2) To a certain extent the Indian village is isolated from the outside world. Villagers need a network of communications which keeps them in touch with the larger community.

All the various agencies are trying to reach the villager to achieve their programs. But to reach the villager we need to meet certain conditions. One of these is that we must use the language of the villager. His basic beliefs are to be respected. Discussion material for study circles should revolve around the villager's needs, his values, his desires. To carry on a study circle program we need to understand the problems and needs of the villagers. If we do not want the government to take control of the Cooperative Union, the Union must have enough strength to stand on its own legs. I do not think we can blame the government for stepping in. Somebody has to fill the vacuum. If the citizens can do it through their own voluntary organizations, good. Many things the people can do for themselves. But there are times when government help is needed. These are things we discuss and think about in our study circles. What is our problem, what can we do to solve it, and if we need help where do we get it? The government has a responsibility to serve the citizens in those areas of urgent need, but before calling on the government the people should use their own resources to the full. To illustrate :



Above is the Government sector and below is cooperative self-help sector. The government has to carry on all the essential functions that the citizens cannot or will not perform. Study circles are one of the means of achieving self-help. Here is where people take initiative and tackle many of their own problems. They are also an effective medium through which the citizens can exercise control over their own affairs and achieve a greater degree of self-government. At the start of the study circle program (lower left corner of chart) the government has major responsibility. As the study circles grow in number and strength the people's voluntary cooperatives take increasing responsibility. In a flourishing democracy, the government helps the citizens to help themselves. This is the best form of government help.

Study circles introduce the basis for a democratic social order. This requires a joint effort of voluntary organizations on the one side and government collaboration on the other. The isolated individual is helpless. When we study the history of human progress we find that the basic social unit is the small, face-to-face group.

The life of the village is carried on through small groups. The problem of village development is a problem of communication; of setting up channels of communication between the villager and the outside world. The study circle is a promising answer to this problem. It supplies the missing link between the individual and his community. It begins with the individual in a small group who thinks and acts with his neighbours. Here he learns to help himself through his group. He finds that his small group is a part of a net-work of smaller and larger groups, working together toward common ends. Through these groups he finds himself part of a functioning social order through which he can work with other villagers to solve many of their common problems.

Ref. I, 10.

REPORT ON INDIA'S FOOD CRISIS & STEPS TO MEET IT

The following is quoted from the "Report on India's Food Crisis & Steps to Meet It", April 1959—Government of India publication—by the Agricultural Production Team :

The Gap in Food Production

"India is facing a crisis in food production. More specifically, it is a crisis in food-grain production because food grains comprise two-thirds of the caloric intake of the average Indian. The crux of the problem is food enough for the rapidly increasing population.

"The explosive increase in population will raise the total from 360 million in 1951 to an estimated 480 million by 1966.

"Can food production be increased sufficiently to feed the added millions and provide a margin of safety for poor crop years ? This is the crucial question. Substantial expansion of food-grain production is necessary even to maintain existing consumption levels, which are among the lowest in the world. The present population places severe pressure on food supplies, and unfavourable crop conditions create an immediate crisis.

The Impending Shortage

The entire nation must be made aware of the impending food crisis and steps must be taken to meet it. Adequate supplies of food may indeed be essential to survival of democracy, because freedom from hunger is a prerequisite to enjoyment of other freedoms. If the elementary wants, such as food and clothing, are not satisfied, other freedoms may be sacrificed......

The Programme and the People

"Food production objectives and programmes to achieve them must be related to the group that ultimately increases food production, the cultivators themselves. Unless the behaviour of this group can be changed, unless they can effectively be motivated to take steps which will increase production on their fields, no extension educational programme can succeed. From observations in the field, the Team believes that this fact is often lost sight of in the multiplicity of directives, campaign leaflets and procedures used in current extension work.........

Involving People in Planning

"Effective extension programme planning should involve not only the responsible administrative or official group effecting change but also the group that is to make the change. It is important that this latter group (the cultivators) take part directly in the process of identifying their own problems, establishing goals, assessing resources, selecting alternatives, taking action and assuming responsiblity for that action.

"Involvement of local people in planning processes is difficult and time-consuming. However, to meet higher production goals, and to achieve the objectives of human development and leadership, more emphasis must to placed on local participation in programme planning. It is clear that plans, not accepted by those people who alone can carry them out, are only paper plans. To project more fertilizer use where farmers refuse to use more fertilizer is futile. To plan for the activities which cultivators would do in any case is obviously wasted effort in India's critical food situation. Hence, there is really no alternative to increasingly effective local planning in which the cultivators themselves are involved.........

"..........The programmes should be focused more directly upon local conditions, village production problems and

production potentials, and the village farmers should participate more actively in programme determination, including setting the priority order of programme action. This process in itself leads to mental growth and development of leadership in village people........."

The Group Approach and Group Techniques

"The great number of cultivators to be reached dictates that much of the educational programme will have to be carried on through groups. Major emphasis seems to have shifted from total village involvement to the individval approach. Between these two extremes there appears to be much opportunity for work with smaller groups, say the 10-40 person group. At best, the present group approsach seems to be based on a rather casual hit or miss basis, working with a group that gathers around the V.L.W. in the village or moving into a circle of cultivators visiting in the village or in the fields. The group approach requires the organization of groups around a special interest. These special interests may be on the basis of specific crops or problems, size of farm, economic resources, level of practice adoption, locality of fields or living, etc. There needs to be additional understanding and use of the process of group formation around special interests.

"Within this small group framework the two major group techniques that are now most used are talks and disucssions. If used properly, these techniques should be scucessful in helping accomplish certain kinds of objectives. However, it is the belief of many people in the field, and of the Team, that workers need much more understanding and training in the use of these techniques. A number of V.L.W.s say that one of their most diffcult problems is how to give a good talk in front of villagers. Many of them say that they are very insecure in leading discussions.

"This insecurity stems from two major sources : (1) lack of subject-matter competence to handle the questions raised and (2) lack of skill in handling a discussion group.

"If the group approach is to be used more effectively and if there is going to be increased use of the group approach, there are many other group techniques that may prove effective.

"With certain kinds of groups and objectives the following techniques should have real value : panels, interrogator panels, symposia, dialogues and interviews. In some cases drama and puppet shows are being used for educational purposes. It would appear, therefore, that role-playing could also be successfully used as a teaching technique.

We recommend :

1. "Additional use should be made of the small interest group approach in educating and motivating farmers.

2. "A study should be made by the syllabi committees to determine the efficacy of increasing the training on group formation and group techniques for the various levels of extension workers.

3. "The possibility of in-service training in this area should be investigated.

4. "The recommended group techniques could be utilized by skilled people who have charg the various refresher courses and workshops that are now being held and thus demonstrate their use to the participants."

Ref. I, 11

COMPARATIVF ANALYSIS

OF

Cooperative Groups and Competitive Groups

Research studies prove conclusively that cooperative work groups where members help each other to achieve common goals are more productive than non-cooperative groups where individual goals rather than group goals are stressed. As the degree of mutual co-working increases, the productivity of the group increases.

These studies reveal other significant values that are also generated as groups increase their mutual co-working.

Groups progress more rapidly towards their goal.

Members feel greater individual responsibility for getting the work done.

Groups become more cohesive.

The above study announced the further discovery that there is greater mutual assistance among workers in small groups than in large groups. It was also found that the greater the difficulty of the task the less the degree of mutual aid in work performance.

These studies in the research laboratory support findings made by cooperative educators and organizers in the field. As a result of long experience it has become standard practice in working with study groups :

(a) to get groups working together as a means of strengthening the groups,

(b) to stress keeping the groups small (5 to 10 persons) because small groups are more produtive, and

(c) to encourage groups to undertake projects that are within their means.

The full report of these findings appears in an article by Edwin J. Thomas under the title "Effects of Facilitative Role Interdependence on Group Functioning" and quoted in *Group Dynamics* edited by Cartwright and Zander, pp. 449—470 Harper & Row, New York, 1960.

This same article appeared earlier in "Human Relations" 1957, 10 347-366.

HOW DO COOPERATION AND COMPETITION DIFFER IN THEIR EFFECTS UPON THE GROUP PROCESS ? UPON PRODUCTION ?

The following is a summary of the results of an experimental study of the comparative effects of cooperation and competition on small face-to-face group functioning.*

The report of this study by Morton Deutsch is published in *Group Dynamics* edited by Cartwright and Zander and published by Harper and Row, New York, 1960. The article appears on pages 414 to 447 under the title, "The Effects of Cooperation and Competition upon Group Process". The study was conducted at the Massachusetts Institute of Technology with 20 groups of five students each selected from the course on Introductory Psychology. Half the groups worked in a cooperative social situation and half in a competitive social situation.

Since the study circle technique is essentially a cooperative approach to group problem-solving, this study by Morton Deutsch is germain to our effort to understand and work with small groups.

Results of the Experiment

1. A sense of belonging (we-feeling) was noted to be considerably higher in the cooperative groups than in the competitive groups. Members of the coopera-

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*For the complete report of this study see article by Morton Deutsch in "Group Dynamics", pp. 414 to 447, edited by Cartwright and Zander and published by Harper and Row, New York, 1960.

tive groups sensed a greater degree of interdependence with other members.

2. In cooperative groups there was greater homogeneity among the members in the amount of participation.

3. Members of cooperative groups :

   (a) exercised a greater degree of specialization (division of labor),

   (b) made greater progress *as a group* towards group goals,

   (c) were more effected by the ideas of other members,

   (d) exerted greater pressure for achievement,

   (e) had fewer difficulties in communication, both in understanding other members and in being understood

   (f) showed greater acceptance of each other's ideas

   (g) demonstrated better human relations within the groups

   (h) showed greater awareness of the work situation and where they were going. The cooperative groups were better oriented to the task.

   (i) went about their work in a more orderly and systematic fashion

   (j) produced decidedly more as a group in a given unit of time, and averaged higher in productivity per individual

   (k) delivered a higher quality of group performance

   (l) learned more from each other

(m) showed greater friendliness toward each other in discussing and performing their work. They also rated one another's contributions as better than did those in the competitive groups. The co-operative groups learned one another's names sooner and spelled them more nearly correct.

(n) gave greater credit to the group for helping their thinking

(o) perceived that their fellow members paid more attention to their ideas

(p) felt more obligated to the other members to participate in joint effort

(q) were more strongly motivated to win the respect of others

(r) sensed greater personal security.

Ref, I, 13.

THE EFFECTS OF COOPERATION AND COMPETITION UPON PRODUCTIVITY

Given below are the practical implications drawn from an experimental study by Morton Deutsch on, "Effects of Cooperation and Competition upon Group Process", to find out which type of interrelationships in a small group (sub-group) is more productive,—the cooperative type or the competitive type.

*"To the extent that the results have any generality, greater group or organizational productivity may be expected when the members or sub-units are cooperative rather than competitive in their interrelationships. The communication of ideas, coordination of efforts, friendliness, and pride in one's group which are basic to group harmony and effectiveness appear to be disrupted when members see themselves to be competing for mutually exclusive goals. Further, there is some indication that competitiveness produces greater personal insecurity through expectations of hostility from others than does cooperation. The implications for committees, conferences, and small groups in general appear fairly obvious.

"Also, in light of the results of this study, it seems that educators might well re examine the assumptions underlying their common usage of a competitive grading system. One may well question whether a competitive grading system produces the kinds of interrelationships among students, the task-directedness, and personal security that are in keeping with sound educational objectives."

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*Cartwright, Dorwin and Zander, Alvin (Ed.) "Group Dynamics—Research and Theory", page 447.

(New York, Harper & Row, Publishers, 1953, 1960)

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Ref. II, 1.

PLAN FOR INTENSIVE MEMBER EDUCATION PROGRAM LUDHIANA DISTRICT AS ADOPTED BY DISTRICT OFFICIALS

On the 25th of March, 1964, representatives of the National Cooperative Union of India and the State Cooperative Union of the Punjab met with district officials and non-officials of Ludhiana District to plan a program of study circles on a pilot basis for Ludhiana District. Below is an outline of the resutls of this effort :

I. The need for more intensive member education seems clearly indicated.

1. Studies of cooperatives in Ludhiana District conducted by Dr. V.K. Sinha show clear that members lack information, interest and participation in cooperative services connected with food production.

2. Dr. Hodgedon's study of Raipur District shows weak lines of communication existing between Extension personnel and cultivators. A cooperative society which is functioning efficiently and meeting the needs of its members is perhaps the most effective force in member education. Management is the key to efficient cooperatives. Along with member education must go management training.

II. Need for Member Education to Support Ourrent Cooperative Project

In the Course for secretaries and managers, problems involving members arise from time to time.

1. Members and Managing Committee lack understanding of the Cooperative.

2. Members and Managing Committees lack communication skills. Educational efforts aimed at Members and Managing Committees do not filter out to other villages.

3. Managing Committees of Marketing Societies need more and better training for their work.

4. Members need education on availability of cooperative services.

We propose to identify these specific member educational needs and to help take appropriate measures.

Where special co-op projects such as the proposed groundnut processing plant for the Khanna area encounter the need for member action, projects designed to inform and motivate members to constructive action may be planned and initiated. This could cover such action areas as active support based on information, purchase of shares, commitment of crop to co-ops. Member education and public relations are recognized as essential aspects of Managers' functions. In various sections of the Management Course the need arises to stress member information, training, techniques and methods of working with and involving people.

III. Pilot Blocks for Intensive Operational Studies

Block Development Officers and Cooperative Extension Officers have designated two blocks in Ludhiana District for intensive study and demonstration in member education. These are Samrala and Sidhwan Bet blocks. Study Circles are to be used as the basic technique for intensive member education. To this end the following measures seem essential :

1. Secure a qualified supervisor on special assignment to the Member Education Project.

2. Provide necessary training of block officials, VLW's and others in the two blocks on how to work with people in groups, organize and supervise study circles and train workers in this field.

3. Select two villages in each block for intensive work.

4. Assist supervisors in organizing several groups in each village. This involves :

   (a) Securing group leaders;

   (b) Training group leaders;

   (c) Supervising group leaders;

   (d) Motivating members in a program of increasing food production through better use of cooperative services.

5. Establish study circles on a pilot basis.

   (a) Recruit and train group leaders.

   (b) Organize groups.

   (c) Supply appropriate materials.

   (d) Secure minutes of meetings.

   (e) Process minutes.

   (f) Communicate results to proper cooperative leaders and officials.

   (g) Assist groups to take constructive action.

   (h) Supervise groups in a continuing program.

Problem-Centered Approach

Cultivators will be approached at the level of their expressed felt needs. The Cooperatives and study circles are regarded

as problem solving tools which cultivators own and use to help them deal more effectively with their economic needs such as increasing food production and achieving a higher level of living. The studies will explore how study circles can effectively operate under Indian conditions to help cultivators solve production problems through their cooperatives, by making better use of Extension services and other government and community resources.

Ref. II, 2

INAUGURATION OF THREE STUDY CIRCLES IN SIDHWAN BET BLOCK LUDHIANA DISTRICT

May 12—13, 1964

Representatives of ihe NCUI and the CLUSA accompanied the Cooperative Education Instructor of Ludhiana District to meet with village and co-op. leaders to set up the first three study circles in Sidhwan Bet Block. Here is the schedule :

May 12th, 1964,	forenoon	— Bursal Village Cooperative
May 12th,	afternoon	— Virk Village Cooperative
May 13th,	forenoon	— Sangat Pura Cooperative

In each case, the Secretary of the cooperative convened the group and served as group leader. These secretaries had previously been briefed on the what, why and how of Study Action Groups. This was done at a previous meeting of 46 cooperative secretaries of Sidhwan Bet Block assembled at Sawadi village under the supervision of the Cooperative Extension Officer of the Block.

Conducting the discussions in these three groups were the CEI and representatives of the NCUI and CLUSA.

At the Bursal meeting, 8 of the 10 members selected were present. In order to expose the CEI to some of the whys and hows of Study Action Groups, so he can initiate groups, the persons from NCUI and CLUSA introduced the general idea of Study Circles to the gathering. The CEI acted as interpreter, which made him an active participant from the start.

As we had anticipated, the villagers confronted by a foreign aid person seemed initially to regard this as an occasion

to gain some sort of donation in spite of precautions taken to explain Study Circles as a means of helping villagers to help themselves by tackling problems in small groups. At the close of the meeting, the group was not prepared to set a date for the next meeting, but suggested that the Study Action Group program be taken up at the forthcoming Annual General Meeting of the Cooperative, which comes in June. The President of the Cooperative suggested in the meeting that since there are 300 members in the ,local cooperative, they should be able to organize 30 groups of ten members each.

The other two meetings at Virk and Sangat Pura were handled entirely by the CEI who proved to be an apt pupil. The representatives of NCUI and CLUSA stayed in the background at this meeting, taking notes and making observations. These groups seemed less distracted by the presence of outsiders than the one at Bursal. The CEI was able to involve them in discussing their own problems. They showed less concern for what they could get out of their Government and foreign aid and registered definite interest in what they could do through their own efforts.

Ref. II, 3.

LUDHIANA EXPERIENCE WITH STUDY CIRCLES—A RESUME

It may be that the general procedure followed in Ludhiana District of developing study circles could be adapted to other districts. With this possibility in mind the essential steps are given below :

1. Conference with the State Education Officer of the Cooperative Union. If there had been a Cooperative Union in Ludhiana district, this organization would have been involved.

   (a) The assignment of a well-qualified instructor to concentrate efforts on the Study Circle program in the selected blocks.

   (b) The translation and printing in local language of the handbook for Study Circle leaders and discussion materials as needed in the blocks.

   (c) The training of Cooperative Education Instructors in Study Circle organization and techniques.

2. Conference with district officials, including the District Collector, Package Program Officer, Representatives of the Central Cooperative Bank and Wholesale and the Deputy Registrar, to introduce the Program, draw up general plans and enlist active support.

3. Conference with the District CEO's. This conference is designed to explain the Study Circle Program, and have the CEO's help to select the blocks for concentrated effort.

4. Conference with BDO's of selected blocks to secure acceptance of the program and guidance in the selection of local cooperatives for initial development of Study Circles.

5. Meeting with Cooperative Secretaries of the selected blocks. At this meeting a committee of the secretaries was selected to follow through and arrange for the setting up of the initial Study Circles in selected villages of the blocks. Three of the secretaries went ahead and formed study circles.

Ref. II, 4.

PROMOTION OF STUDY CIRCLES IN BOUNDLI VILLAGE, SAMRALA BLOCK, LUDHIANA DISTRICT

July 4, 1964

Our party arrived in Boundli Village at 11 a.m. as scheduled but found no one at the cooperative where we were to meet with ten group leaders to set up ten study circles. However, the Village President with the help of the Sarpanch, rounded up 42 villagers within a few minutes. Only two were of the original ten who had agreed to meet with us. Four of the ten were attending a betrothal ceremony and four were residents of another village. This experience taught us hereafter to :

—Check more closely on dates so as to avoid competition with other functions.

—Impress on the participants the importance of the appointment.

—Have the instructors check back with the village leaders a few days before the scheduled date.

—Confine the participants to members of one village.

—Give preference to a non-work day such as the 11th day of the Hindi Calendar (their sabbath).

The large out-turn of 42 villagers on short notice may have been influenced by village leaders trying to show courtesy to outside visitors.

Confronted with this new situation we had the CEI explain the meaning of study circles as local problem-solving groups where villagers have an active voice and hand in working together to meet their mutual needs.

We then called on members of the gathering to air their problems and needs. The following came out :

1. The need for a hard surface road connecting the village with the main highway.

2. Reservation of a certain number of seats of admission in the college to be built on land donated for this purpose by the village.

The Sarpanch and member of the village cooperative society then agreed to set up a study circle. The date of July 20, 12 noon was selected. It is understood that this group will send a report of their meeting to the CEI.

The present group agreed to meet on the 28th of July at the office of the cooperative society.

On our return to Ludhiana we called on the Assistant Registrar who proceeded to make arrangements for us to meet with the Punjab Cooperative Education Officer.

We then drove to Jullundur and had a very satisfactory meeting with the Cooperative Education Officer of the Punjab, who agreed to post one of the CEI's at Ludhiana where he could supervise the member education program for the whole district. The other two instructors would organize and direct the program in Sidhwan Bet and Samrala Blocks, in addition to their regular duties.

Summary of Results :

1. Only two of the ten village leaders of Boundli, who promised to meet with us on July 5, showed up.

2. Got acceptance of the Sarpanch of Boundli Village, to set up a study circle (July 20).

3. Got assent of a group of 42 villagers of Boundli to meet on July 28 to discuss problems raised at the July 5th meeting.

4. Obtained support of the BDO of Samrala Block to involve the VLW's (20) in study circle development. A meeting was set up to brief the VLW's on study circles. (August 26, 1964).

5. Secured approval of the Package Program Officer and Deputy Registrar, to involve VLW's in study circle program and include training of VLW's in study circle work in their courses for VLW's in September.

6. Secured approval of the Cooperative Education Officer of the Punjab to post a CEI in the town of Ludhiana as general supervisor of the study circle program in the district. The Punjab Cooperative Union has also posted two other Instructors in the district ; one at Jugaraon for Sidhwan Bet Block and one at Samrala to help out in the intensive member education work of these two blocks.

7. Established better understanding and relations with the Registrar of the Punjab regarding the study circle program.

8. Secured a quantity of information and bulletins from the Punjab Department of Agriculture for use in study circles.

9. Secured approval of leaders in Boundli Village to set up two groups to meet in July.

Ref. II, 5.

EXPERIENCES WITH STUDY CIRCLES AS EXPRESSED BY STATE AND DISTRICT OFFICIALS

December 1964

The Punjab Cooperative Education Officer stated that the chief problem in member education is to get villagers to attend meetings. They think they are too busy to attend. He stated that one rupee is no attraction to get a Punjabi farmer to attend a Cooperative Education Instructor's class. At these Cooperative Education Instructor's courses only five to ten cultivators attend. He said that they are not paid.

The CEO told the story of the experiments in study circles in Boundli village. Four groups had been organized. The problem has been to get regular attendance. The CEO stated that if left to themselves the Village Level Workers, Secretaries, and Managing Committee members would not bulid study circles. The motivation must come from Instructors. He stated that if we select good villages this program is practicable and not too difficult. The Instructor must know the facts about the farmer and farming. He must get technical information from the Department of Agriculture.

The BDO stated that the Village Level Workers, Agricultural Extension Officer and Cooperative Extension Officer must work through small groups if they are to succeed in achieving their objectives. To work with individuals is insufficient. These technicians and officials must respond to the expressed needs of the cultivators in their small groups.

The CEO suggested that each Cooperative Education Instructor should organize one or two study circles in his own

circle each month. He urged that Instructors should give the study circle program a trial and this means the Cooperative Education Instructor must take the initiative. He said he had instructed one of the CEI's to work half time with study circles. The Block Development Officer should cooperate with the Cooperative Education Instructor and see that he gets backing of his staff for study circle work. In the package districts the Block Development Officer needs the solid backing for study circles of the Package Program Officer.

On Dec. 18, 1964 a touring party of students from the All India Cooperative Instructors Training Centre, New Delhi, met in the assembly room of the Package Program Officer in Ludhiana and engaged in thirty minutes of discussion on study circles.

One of the Ccoperative Education Instructors from Kerala, Alleppey District, reported that he had organized five study circles in his district. These groups meet once a month and have had five meetings each. The attendance increased at each meeting until it reached around thirty, mostly young men. The Secretary of the society attended these meetings. Each group chose its own leader. According to the CEI the discussions have been very lively. The CEI prepared the discussion sheets. He said that the groups were not prepared to take any action so they limit their discussions to the cooperative society and do not discuss general agricultural problems. He said he faced the difficulty of securing leadership to continue with these groups. He said that the success of these groups was beyond his expectations.

The CEI explained that the cultivators in Kerala have a relatively high literacy rate and they also have a tradition of meeting in small groups as communist cells. He said study circles, if given adequate support, would expand rapidly especially among younger farmers.

The technical advisor from CLUSA explained the technique of dividing a large group into sub-groups for discussion purposes. He indicated the importance of gathering data on study circle experience from Cooperative Education Instructors of various states as a basis for developing better techniques. The Chairman asked a show of hands of the instructors who are ready to organize study circles when they return to their posts. Nearly all hands went up.

In order to follow up this apparent readiness of Instructors to test out study circles the following steps are suggested :

(a) Get the backing of the State Cooperative Education Officer.

(b) Get the backing of Cooperative Education Institutions in the district including the District Cooperative Union, District Officers, Block Development Officers and cooperative leaders of the selected societies.

(c) Collect experiences of CEI's with study circles, publish them through some kind of bulletin or newsletter and distribute to other instructors for stimulation and guidance.

(d) Institutionalize the study circle program so that it will receive continuing support at all levels.

In the course of the meeting the CEO gave assurance that he would make good use of the three Cooperative Education Instructors who are completing their one-month training on IADP at the Cooperative Instructors Training Centre. He proposes to direct Mr. Maskeen, CEI in Ludhiana District, to work closely in Samrala Block to develop study circles in the six Intensive Villages.

Mr. Virk, the BDO, indicated that to give proper promotion to study circles he needs the backing of the Package Program Officer.

Ref. II, 6.

THIRD STUDY CIRCLE MEETING AT MANDIANI, SIDHWAN BET BLOCK

(Sample of a Study Circle Meeting as reported by the CEI)

The members of the Study Circle of Village Mandiani held their meeting on March 24th, 1965 at 9 a.m. in the Dharamshala to discuss problems contained in Discussion Sheets supplied to them.

There were 33 persons present from the village including those who were also present at the previous meeting. Most of them showed keen interest in the program and participated in the discussions.

What was discussed

First of all, I (the Cooperative Education Instructor) reviewed the progress and action taken by myself and the group with regard to their problems raised in the last meeting. The President of Chuman Service Society explained the success of his society in providing a tractor and thresher for the members. The group members discussed with him the economics of maintaining a tractor and a thresher with society as they also want to follow the example.

The Inspector discussed with them the possibility of constructing a godown by their society; the VLW explained and discussed in detail the improved practices in the cultivation of sugarcane and cotton. One member demanded reduction in the price of fertilizer. The AEO satisfied him by saying that the Government is not earning profit in supply of fertilizer but the same is supplied practically at cost. The group held discussions with interest from 9 a.m. to 12.30. This was the third meeting of the group.

Next time the group agreed to meet on the 5th of May at 9 a.m.

Ref. II, 7.

PLANNING FOR STUDY CIRCLES—KHARTORA VILLAGE, RAIPUR

On October 20th, 4:00 p.m., our party, which included the Deputy Registrar, the Hon. Secretary of Raipur Central Bank, the Assistant Cooperative Education Officer and the CEO, arrived at Khartora Village, Pallari Block. This is a Stage II village in a Stage II block in the Package Program. Mr. A.P. Srivastava, Block Development Officer, introduced Mr. Mokasdar who explained the study circle plan to the forty assembled villagers. After some discussion among Mr. Srivastava and Mr. P. I. Gupta, Cooperative Extension Officer, and the 15 villagers present, it was agreed that the village leaders and the block officers would think over the study circle idea and come together during the third week of January, 1965, to organize the initial groups. It was requested that in preparation for this Mr. Hutchinson meet with the block officials and managing committee of the village cooperative and other village leaders to assist them in a two-day training session in study action groups, their functions, operation, and supervision. In the meantime the block development officer and other officials are to receive literature dealing with study circles which will be transmitted to Mr. Pandharkar who in turn will deliver it to the block officials and village leaders.

The villagers at this meeting indicated an interest in study circles. This village has made rapid progress since the first of this year in their support of IADP and their local cooperative. Khartora is now a "Stage II village". All of the 106 families in this village are now participants in Intensive Agricultural Development Program and members of the local cooperative society.

Ref. II, 8.

ORGANIZATION OF STUDY CIRCLES—RAIPUR DISTRICT

October 21, 1964

This evening Mr. Shastry, the Package Program Officer, showed a movie film on the Package Program to a group of 30 village leaders who were completing a three-day bus tour of Stage II villages. The villagers were all from Abhanpur Block with the Block Development Officer, Mr. H. S. Srivastava, as their tour leader.

This plan of taking Stage I village leaders on a tour to see what the more advanced Stage II villagers have been able to accomplish in food production by adopting better practices is a favourite technique in Raipur District, and has repeatedly proved effective.

The genius of the plan seems to be that instead of asking one or two progressive farmers alone to adopt some new practice such as the use of more fertilizers, the whole village as a unit takes up the new practice. In this way no individual takes the risk of ridicule or censure from his neighbors.

It was at this movie show that Mr. Shastry introduced Mr. Hutchinson to the Block Development Officer of Abhanpur Block and plans were made to start study circles the next day in his block. *BDO selected the villages whose leaders were on his three-day tour of Stage II villages.* The wisdom of this strategy came out the following day when we visited the four villages. In every case, the villagers who first stood up to volunteer to help organize and lead study circles in their villages were members of this touring party. Under Mr. Shastry's leadership the district has adopted as standard practice the setting up of study circles to spearhead the campaign for Stage II villages.

Ref. II, 9.

STUDY CIRCLE ORGANIZATION TOUR OF FOUR VILLAGES

At 10.00 a.m., on October 22, 1964, our party reached Abhanpur Village. After a thirty-minute briefing session with Mr. H.S. Srivastava and members of his staff, on study circles, by Mr. Hutchinson, in the Abhanpur BDO office, Mr. Srivastava asked, "What are we waiting for? Let's go and organize study circles." He sent a jeep ahead to the first *village of Bendri* to announce our coming. Our jeep followed about 15 minutes later. When we drove up to the village hall some 35 cultivators had already assembled. Mr. Srivastava opened the meeting and called on Mr. Sapre, Secretary of the Raipur District Cooperative Union, and Mr. Hutchinson to explain about study circles. Then Srivastava spoke.

When the Block Development Officer called for volunteers to help organize and lead study circles, three farmers stood up—young men, literates and all members of the three-day touring party mentioned above. While they were standing Mr. Srivastava coached them for about 10 minutes on their job as group leaders.

Each selected his own group. They agreed to meet fortnightly on Sunday afternoons. The groups then met separately to organize. The group leaders proceeded to give names to their respective groups, taking the name of great Indian leaders, mythological deities and saints. The next meeting of the groups was scheduled for November 8th and again on November 22nd. The Block Development Officer expects to attend the next meeting, but instructed his Agricultural Extension Officers and Cooperative Extension Officers present to be ready to follow up. All three groups plan to meet together for a preliminary

briefing by the leader where the general idea of the study circle program will be explained and the topic for discussion presented.

An older person, highly respected by the villagers was selected to serve as the Leader of Leaders. Other members of the assembly were invited to volunteer to join one or another of the groups. When the groups get too large new groups will be formed.

The Block Development Officer explained that the group leaders would receive a package of discussion materials for each meeting, based on the problems they want to discuss and act on.

12:30 p.m.—Kendri Village—At this meeting fifty villagers were present. The Block Development Officer asked the Agricultural Extension Officer who had witnessed the first meeting to lead this meeting. When the call came for voluntary leaders, four men stood up ; also members of the three-day tour. These leaders were then instructed as to their duties. and the time and place for future meetings were agreed on.

3:30 p.m.—Khorpa Village—Forty-eight persons, mostly older men, attended this meeting. Mr. Srivastava led this session, explained the study circle program, called on other members of the party to speak on the subject and then invited group leaders to stand up. Five men stood up and a sixth agreed to serve as leader of leaders. Here again, farmers who had taken the tour led out. The Block Development Officer counselled with them for half an hour on their work and its importance and received good response. They agreed to meet on the 30th of each month (28th of February).

5:00 p.m.—Hasda Village—Over 100 villagers, mostly young men, attended this rally. Mr. Sapre introduced the study circle idea and Mr. Srivastava led discussion on plans for organizing. At the call for leaders ten men stood up to lead ten

groups, led by members of the 3-day tour. The group leaders agreed to convene their groups every fortnight on Saturdays at 4 p.m. As in previous meetings the group leaders adopted names for their groups, mostly of famous men and spiritual leaders.

At each of the above four meetings enquiries were made as to the specific needs and problems of the villagers. These were noted as possible subjects for future study and discussion. They included such needs as :

1. How to market at a better price.
2. How to organize a consumer cooperative store.
3. Problems dealing with harvesting of paddy.
4. Plans for Rabi crops.
5. Cooperative Agricultural Credit.

Ref. II, 10.

PROGRESS REPORT ON STUDY CIRCLES IN RAIPUR DISTRICT

November 17, 1964

In the afternoon Messrs. Bisarya, Pandya, Pandharkar and Sapre met Mr. Hutchinson at the hotel in Raipur and we proceeded to Abhanpur and had a short conference with the Block Development Officer of Abhanpur Block, Mr. H. S. Srivastava. Here we reviewed plans for study circle development in Raipur District. Mr. Srivastava then took us to *Hasda Village* where we met with the study circles organized on the previous visit, October 19-23.

All the ten study circles with their group leaders were present and reported that they have had a previous meeting since their organization a month ago. Mr. Bisarya quizzed the members at some length on various subjects—participation in their cooperatives, membership in their cooperatives, the question of getting credit as needed, and so forth. Some group leaders complained that it takes months to get a loan through the cooperative whereas the money-lender gives money on the spot. Mr. Pandharkar chaired the meeting which was conducted in Hindi.

When asked what results have been achieved through their discussion circles so far, they reported that they had resolved a bitter political quarrel over who should represent the various sectors of the village in the local panchayat. It seems that the study circles, by common consent, agreed on their own delegates to represent them on the panchayat and according to their testimony, this resulted in a peaceful solution. The group leaders gave assurance that their groups would continue to function in the future.

November 18, 1964

This morning at the hotel Messrs. Bisarya, Pandharkar, Sapre and Pandya discussed plans for continuing and strengthening the study circle program in Raipur District. These proposals will be checked with the Package Program Officer and Deputy Registrar. The following proposals and/or suggestions resulted from this discussion :

1. It was felt that training courses on study circles should be set up for block leadership in the two pilot blocks of Pallari and Abhanpur Blocks. Since panchayat elections would preoccupy the leadership of these blocks through December and up to January 15, 1965, it seemed advisable to schedule the training conference after January 15, 1965. Trainees at each of these two block training courses might include two representatives of the Central Bank, one Block Development Officer, two Cooperative Education Officers, six Agricultural Extension Officers and thirty Village Level Workers, or between thirty to thirty-five in all.

2. It was felt that it would be feasible and advantageous for the village cooperative society to start several study circles at one time.

3. Regarding subjects to be discussed it was felt that the farmers' problems and needs relative to increasing food production should have priority. Caution was thrown out that these groups should avoid highly controversial subject in their discussion. "We don't want a political forum." It was anticipated that some of the groups may resort to making demands on the Government when they should be guided into discussion and action on projects whereby they do more to help themselves. It was pointed out that from time to time the block officials should

attend these discussion meetings especially when needed to explain improved techniques available for dealing with village programs, goals and problems. It was stressed that the groups should be guided into projects that can be accomplished with available resources within a reasonable time.

4. Each group should prepare a report of each meeting. Normally a copy should go to the Cooperative Extension Officer or whoever is supervising the group and he in turn should send copies to the Cooperative Education Instructor, the Block Development Officer and the Secretary of the Society. Certain information should go to the local marketing society and the Central Bank. It was stressed that the small groups should select their own group leaders but that such leaders should be members of the society.

5. It was recognized that the groups should learn to take one step at a time instead of a big leap.

6. It was felt that to keep up the morale of the study circle groups, their needs, requests, suggestions and so forth, as expressed in their minutes (report) should get prompt attention. Group members should be assured that the results of their discussions are listened to. It was felt that the reports of these groups should go promptly to the Block Development Officer so that he can take necessary action before the next group meeting.

Ref. II, 11

PROGRESS NOTES ON RAIPUR DISTRICT

Jaunary 20, 1964

Visit to village of Bendri, Abhanpur Block—Among those on the tour were Mr. Tiwari, Deputy Registrar, Mr. Pandharkar, CEI, Mr. Dube, Director of Information of the IADP, Raipur, and the Cooperative Extension Officer of the block, Mr L. K. Dube, Mr. Srivastava, Block Development Officer and Carl Hutchinson, of the Cooperative League of the U.S.A.

The village of Bendri organized four study circles on October 22, 1964 and all of them are functioning. The study circles here have been discussing problems in irrigation. They are trying to find how they can secure water from the main canal.

In a later discussion Mr. Dube, the Information Officer, stated that he was prepared to put study circle leaders on the direct mailing list to receive the current literature on farming practices provided it gets the Block Development Officer's approval.

In discussion with Mr. Tiwari we recognized two stages in study circle development :

1. The constitution of study circle groups in which the State and District Cooperative Unions take initiative.
2. The servicing of study circles on a continued basis where the extension development people assume major responsibility for the day-to-day operations of study circles.

Mr. Tiwari stated that when study circles can continue their meetings under their own leadership and achieve progress

on their selected projects they have proved themselves and that as fast as this self-reliance is achieved we can expand.

4:00 P.M.

Hasda Village—It was here that ten study circles were organized in October 1964. The chief of the village who presides over the ten groups when they are assembled was holding a copy of the discussion guide book put out by the State Cooperative Union. This discussion guide contains discussion topics for each month of the farmer's calendar year.

One of the cooperative members present brought up a grievance he had with the cooperatives. After some discussion this was straightened out. Mr. Tiwari pointed out that this was one of the advantages of sitting down and discussing our problems together. "In doing this we have brought this problem into the open, where we can help this member find a remedy. If you tried to solve this problem by yourself you would fail."

To quiz the groups on their achievements, Mr. Hutchinson asked the villagers what benefits they had received from the study circles. They gave the following answers :

1. If our study circles had not been organized we would not be a Stage II village today. Our official leaders turned down the idea but our study circles took it up and decided it was a good thing.

2. Our ten groups have organized a night watch over our paddy. We take turns.

3. The new well in the village was promoted and is being built by our study circles.

In Hasda, groups have increased from the original ten members each to twenty each. This involves 200 families in study circles out of the total of 285 families in the village. The groups all meet at the same time and place for a preliminary

joint meeting and then hold separate study circle discussions and later come together to summarize the results. Because of the large size of the study circles, they are considering the constitution of more groups. They meet every fortnight.

I visited Abhanpur with Mr. U. S. Thakur, the Cooperative Extension Officer. Mr. Thakur expressed enthusiasm for study circles and indicated he was ready to supervise groups, help train leaders, counsel with group secretaries and Managing Committee members, keep reports coming in and see that the groups have a proper supply of study circle materials.

I talked with Mr. L. L. Dube, the Cooperative Education Instructor, Abhanpur Block, and Mr. Pandharkar, suggesting the importance of their role to coordinate the constitution of study circles in each block. It was recognized that by working together study circles multiply the strength of the Cooperative Education Instructor and the effectiveness of his work.

We called at the home of the Sarpanch (Leader of the Leaders) for tea.

Khartora Village, 12:00 Noon, January 21, '65—Initiation of Study Circles

The group, consisting of Messrs. Tiwari, Pandharkar, Sapre, Dube and Hutchinson left for Pallari Block. We reached the office of the Block Development Officer, Mr. Srivastava at 1:30 p,m. and laid plans for the constitution of study circles at *Khartora Village*. We proceeded at once to Khartora Village where we found a gathering of about 20 villagers. Among them were seven group leaders previously selected to head up several groups in this society. This particular village had just received a citation from IADP for the past year's achievements. The group leaders proceeded then to select members of their prospective groups which they announced to the Cooperative Extension Officer as he recorded them.

The 5 groups which were organized at this meeting plan to hold fortnightly meetings and will hold their first discussion meeting on Republic Day, January 26. Mr. Gupta, Co-operative Extension Officer will assist the groups. On our way from Pallari to Khartora Mr. Srivastava named one half dozen villages adjoining Khartora where he contemplates the organization of study circles, using Khartora as the hub. He seemed quite sure that this program would succeed. The District Cooperative Union will supply seven registers or minute books for these groups. On our way to Raipur, Pandharkar and Sapre discussed the possibility of a one-day orientation session for block leaders when I return in April. This would involve the Block Development Officer in the block, the Co-operative Extension Officers, Agricultural Extension Officers, Village Level Workers, CEI and other leaders concerned, perhaps forty in all. Mr. Tiwari dropped in and agreed to this proposal.

Ref. II, 12.

PROGRESS NOTE-RAIPUR DISTRICT-PALLARI BLOCK STUDY CIRCLE MINUTES OF VILLAGE KHARTORA

February 6, 1965

Participants : Members of Ram Dal'
Members of Bajrang Dal
Members of Jaswant Dal
Members of Arjun Dal
Members of Angad Dal

Venue of the Meeting : Primary school building, Khartora.

I. Subject for Discussion : Repayment of loan by the members of village Khartora by selling their produce through Co-operative Marketing.

I. Decision : Decided after discussion that all the members of the Cooperative Society should sell a portion of their produce through the Cooperative Marketing Society, Pallari, and should repay their loans after marketing through the Cooperative Marketing Society Pallari to the minimum extent. If the Marketing Society is willing to make outright purchase after deducting the transport and other incidental charges, at the market rate at village Khartora, this arrangement will be convenient to the cultivators of village Khartora for the disposal of their produce and will enable the cultivators to do maximum marketing through cooperatives.

II. Subject No. II : Decision on the subject for next discussion and date and place of next discussion.

II. Decision Decided that the subject for next discussion would be: "Ways and means to improve the breed of Milch cattle and Fodder Development." Discussion will be held on 20th of February, 1965 at 4:00 p.m. in the Primary School building, Khartora. The study circles will discuss on the subject and will submit their recommendations for discussions in the combined meeting of the study circle.

Signed—Shri Badri Prasad, Dal Leader, Ram Dal
Shri Jai Lal, Dal Leader, Arjun Dal.
Shri Nanda, Dal Leader, Angad Dal.
Shri Kejau, Dal Leader, Bajrang Dal.
Shri Ghunha, Dal Leader, Jamwant Dal.

Note on implementation on the decisions of the study circles :

1. Marketing done by 38 members of 815 paddy bags valuing Rs. 22,840.00
2. Repayment of Cooperative loan of Rs. 18,333.00 through Cooperative Marketing.

Discussion will be held on 15th March, 1965, at 7.00 p.m. in the Primary School building, Khartora. The study circles will discuss on the subject and will submit their recmmendations in the combined meeting of the study circles.

Signed—Shri Badri Prasad, Dal Leader, Ram Dal.
Shri Jailal, Dal Leader, Arjun Dal.
Shri Nanda, Dal Leader, Angad Dal.
Shri Kejau, Dal Leader, Bajrag Dal.
Shri Ghunha, Dal Leader, Jamwant Dal.

Note on implementation of the decisions of the study circles :

1. Loan @ Rs. 300-00 per cow sanctioned to 10 cultivators for 18 cows.

2. Subsidy for fencing of fodder plot of Rs. 4,100.00 sanctioned.

4. Subsidy for purchase of mineral mixture @ Rs. 21.00 per cow of Rs. 378.00 for 18 cows.

4. Subsidy of Rs. 2,000.00 for establishment of Feed and Fodder Depot sanctioned to the Service Society, Khartora.

Ref. II, 13.

MEETING WITH DISTRICT LEADERS—RAIPUR

January 22. 9 : 30 A.M.

At the home of Mr. V.P. Singh, others present were Mr. Tiwari, Deputy Registrar, Mr. Shastry, Deputy Director of Agriculture, and three Agricultural Specialists. At this meeting Mr. Shastry and Mr. Tiwari both stressed their intention of developing more study circles in Raipur District. Mr. Shastry also said that he wanted to carry this program into his other two districts, Durg and Bastar.

Mr. Tiwari, Mr. Shastry and Mr. Singh all commented favourably on the role of study circles as a means of helping village cultivators. They have in mind to gradually extend study circles to other villages in the district. Mr. Singh enquired whether study circles were to deal only with cooperative subjects or would they cover other subjects of cultivator concern. It was suggested that the broader aspect of these problems should be kept in view, with major emphasis on food production and group action through cooperatives.

Mr. Tiwari stressed the importance of the National Cooperative Union of India being solidly at the back of the study circles program.

Ref. II, 14.

INTRODUCING STUDY CIRCLES TO SCHEDULED TRIBES

The Deputy Director of Agriculture, Mr. Shastry, was already convinced that study circles were effective in getting villagers to adopt improved practices in their farming. He had tested these groups out in Raipur District where cultivators were fairly progressive. Now he stated that he wanted to try out study circles in Bastar District where cultivators still live under tribal conditions, and agricultural methods are the most primitive.

The party to initiate this program consisted of Mr. Shastry, Mr. Mokasdar, Honorary Secretary of the Raipur Central Co-operative Bank, Mr. Dubey, Deputy Registrar of Bastar District, Mr. Kishori Mohan, Principal of the All India Cooperative Instructors Training Centre, and Mr. Hutchinson of the Cooperative League of the U.S.A.

We first called on the Collector of Bastar District, Mr. Akbar. He presented to us a problem of tribal people, who borrow from money lenders at exorbitant rates of interest. This keeps them perpetually in misery and poverty. Their families remain indebted to money lenders for generations. Mr. Akbar urged us to suggest a suitable solution to this evil through co-operatives or any other means. Would study circles do something to help them ? Mr. Shastry suggested that study circles geared to their problems and tied in with action should help.

Villages Visited

1. Nagarnag Village

Nagarnag Village is in Bastar District, State of Madhya Pradesh, near the Orissa border. The people speak the Oriya

language but understand Halbi, the language of Bastar District. Mr. Dubey translated our English and Hindi into Halbi dialect. Our party met with the villagers in a clearing surrounded by trees. Our spokesmen were Mr. Shastry, Deputy Director of Agriculture for Raipur, Durg and Bastar Districts and Mr. Mokasdar, Honorary Secretary of the Central Cooperative Bank of Raipur.

These men had excellent rapport with the villagers. Mr. Shastry actually grew up in this area and knows well the ways of these tribal people. They seem to regard him almost as one of them, and yet the people were slow to respond. Seated on the ground in a circle with the village leaders, the spokesmen led up to the main point of their discussion which was to invite some of the village leaders to visit some of the scheduled tribe villages in Raipur District where the people had achieved the status of a "Stage II Village", meaning that the whole village had adopted the "package" of improved farm practices : use of fertilizer, improved seeds, insecticides, proper handling of soil and water and adequate credit. Mr. Shastry and Mr. Mokasdar felt sure that if they could get a few of these tribal leaders into some of the Stage II villages to talk with their leaders and see what the villagers were able to accomplish, they should have no difficulty getting Nagarnag Village to take the nesessary steps towards a Stage II village, beginning with the formation of study circles and leading to group action just as Hasda and other villages had done.

At first, the leaders hesitated, even when Mr. Mokasdar made it plain that the Central Bank would take care of all the expenses for the tour. Perhaps these people felt satisfied with things as they were and saw no point in leaving their village, even for a few days, to learn new ways to better their life. Or, were the leaders hesitating to take the initiative until they were sure they would not be criticized or ridiculed by the others ?

Finally, after some urging from Mr. Dubey, the Deputy Registrar who was known to the villagers and spoke their lang-

uage, some of the more progressive tribal leaders spoke up mildly in favor of the idea and others fell in line. So the village accepted Mr. Mokasdar's offer, and preliminary plans were made.

2. Baranji Village

The people of this village are more tribal and primitive than those of Nagarnag Village. Mr. Mokasdar began with a few questions. Had any of the villagers present used fertilizer on their fields ? Had anyone obtained a loan from the village cooperative ? Has anyone used improved seeds ? Always the answer was a guarded but flat "No".

The Block officials and other cooperative development people present seemed exasperated at these negative answers, stating to us that they have lists of people, many of them sitting in this group, who have used these services.

Then the questions were given in a more round-about way. If our party wanted to find out whether anyone had used fertilizer, we got the officers concerned to point out the man to us who had, and we started quizzing him. First he said "No". Then we would ask if the crop this year was better than last. He still would not admit that production had increased. He would only say that the plants were somewhat thicker this time and the color of the crop was different. But there was no better yield. After much round-about questioning he finally agreed that fertilizer was used in his field but that he was not satisfied with the results.

The agricultural officers explained to us that the person who had consented to have a part of his field used as a demonstration plot, was afraid to use something that others did not. He did not like to be pushed forward and perhaps laughed at by his neighbours for having dared to try something new which might not work out successfully.

Mr. Shastry said later that situtations like this have sold him on the idea of Stage II Villages where not one or two men are asked to come forward but the entire village gets involved in improved agricultural practices. Until the entire comes forward the change in farm practices must wait. When slowly through the process of education and discussion people get around to the idea of adopting new practices, only then the plan of the Stage II Village is introduced. Then nobody feels pushed out in front. They do not risk being ridiculed. All practise the same things together and profit together or all stand ready to suffer losses together.

Mr. Shastry explained that study circles build a sense of unity among the villagers and prepare them to take new steps. When members of the village cooperative get together they feel free to talk about their common problems. Everyone opens up. Even non-members of cooperative societies get interested. They see their neighbours talking things over and putting their ideas to work and this appeals to them. Together they decide to undertake improved agricultural practices without risk of embarsassment because in their small groups villagers feel strengthened. They are prepared to take greater risks. They talk these things over until most of them are convinced.

Block personnel find these groups useful in carrying out their work. It is quicker and easier to meet with groups than with individuals.

These groups make public opinion in the village. By their joint strength they even dare to speak up to their conservative village leaders and induce them to take steps toward progress. In Hasda village, for exmaple, the village leaders turned down the proposal to make Hasda a Stage II village. But the study circles discussed and approved the idea, and urged the village leaders to adopt it, which they did.

At this Baranji Village meeting, Mr. Mokasdar repeated his offer made to Nagarnag Village, to pay the expenses of

village leaders if they would come to Raipur District to see for themselves what the scheduled tribes there have been able to accomplish. He got a similar response. It appeared that their leaders were quite content with their mode of life and were not interested in leaving their home and village to learn new things. After some persuasion by Mr. Dubey in Halbi dialect, and pressure from the Block personnel, two or three local leaders accepted the invitation. Mr. Dubey then explained in more detail the plan for the study tour.

Mr. Shastry had with him a tape-recorder with which he recorded some of the music provided by the villagers and then played it back to them Their response was favorable and immediate. For the first time they smiled, their eyes brightened and they showed more interest in the meeting. Later Mr. Shastry recorded songs by one of their singers. When he played it back to them they expressed joy and laughter. In turn they demonstrated some of their tribal dances. Now we found the gathering quite responsive and we wanted to stay longer but it was late.

3. Bastar Village

Bastar Village is located from six or eight miles from Jagdalpur, the District center. Some 35 people were there to meet us.

Mr. Mokasdar opened the discussion by calling attention to the fact that cultivators have many problems. To find solutions to these problems we need small study groups where villagers can come together and work together to find answers. We can think over our problems better if we go ahead ourselves and don't depend too much on outsiders. We can use outside help but we must stick together and do most of the work ourselves.

In Raipur District we have started a number of study circles and we are already seeing their good effects. People in

the villages are finding many things they need and are finding the answers by talking together. In these villages where we have study circles we see some very favorable changes.

Mr. Shastry explained that we use these study circles for our Stage II Village Program. After we have thoroughly discussed this program in our study groups we ask all the villagers assembled in a meeting whether they are all ready to go ahead. When they say 'yes' we begin. Not one single village which has said 'yes' has failed. Now we have many Stage II villages. Some of them are not far from here; Harsingha, Khartora, Pauni, Nagri, and others.

Mr. Mokasdar then said, "I have given invitations to Nagarnag and Baranji Village leaders to make a study tour of our Stage II villages in Raipur District and now I give the same invitation to the leaders of your village. Here you can gain first-hand knowledge from our village folk and begin efforts in your own village. Mr. Shastry wants your village to work to become a Stage II Village where improved parctices for increasing agricultural production will be used."

At this point Mr. Surya Pal Tiwari, a progressive farmer, asked the tribal chief of a neighbouring village, to support this project. And so it was agreed that this village Dube Umargaon, would undertake this program.

Mr. Mokasdar then explained, "Once you adopt this program, you will get help from many sources. But mind you, nothing is to be given free. As Cooperators we must learn to pay for everything we get. We are not suggesting a tour at this time. That will come when the crops are in the fields. We simply want a few of your village cultivator-leaders to visit some of our village farmers in Raipur District. You will be guests of the Raipur District Cooperative Union and District Cooperative Central Bank. Come and talk to our farmers and see for yourself. I may not be telling you the truth."

Mr. Shastry then spoke up, "That is exactly it. We want you to come and see because we may be pulling wool over your eyes. If I did that then you would have reason to back out. We don't want you to accept this blindly. We want you to find out for yourselves about our Stage II Village Development. If you do not find everything to be like we have said, you can back out and we will understand."

The village chief then responded, "Mr. Shastry, you have worked with us for a long time and we know you well. We trust you. And because I trust you completely, I would not like to visit Raipur District because that would amount to my distrusting you. So on behalf of my village community, I undertake to do for my village exactly as you have told us and as you will guide us."

Mr. Shastry replied, "It is not really so much a matter of trusting me personally as it is to get first-hand practical knowledge of the things in our villages. There may be others who do not know or trust me who can undertake the tour."

The block officers, the village chief and Mr. Surya Pal Tawari finally consented to find a few village leaders to undertake this tour.

Mr. Mokasdar then addressed the group. "Now that this plan is accepted we will help you work out your program and will guide your work through study circles. First you will form a few small groups and we will teach you how to get these groups going properly. These group discussions will help you understand various aspects of our program. These small groups do not take the place of the managing committee of the cooperative but they do advise with this committee so that the committee will know the needs and problems of the cultivators and can help them to satisfy these needs within a reasonable period of time. This process of problem-solving calls for close coordination of the Block personnel in order to make sure that the groups have the information they need to work on their problems. These are called study-action groups because they study for action.

Ref. III, 1.

ADVISORY COUNCILS IN OHIO, U.S.A.

The study circles of Ohio which are known as Advisory Councils grew out of human need. This was both economic and social. In 1935, when the first steps were taken to develop the study circle program in the Ohio Farm Bureau Association and cooperatives, the membership both of the federation and of the cooperatives was low in numbers as well as in morale. The members of the federation were not taking an active part in their local organization.

It all started when the Executive Head of the Farm Bureau Cooperatives of Ohio visited Antigonish, Nova Scotia in 1935 to observe the study circle program conducted by the Extension Service of St. Fracis Xavier University. In the following year the first Advisory Councils (Study Circles) were started. The leadership of the first groups was recruited from the managing committee (Board) of the local society. The Board of twelve persons formed themselves into four groups of three each to initiate advisory councils. Each three invited some of their neighbours to join them so that they had twelve couples per group. Today approximately 1,630 advisory councils are active in Ohio. This represents about one-fourth of the total membership.

The farm families who first formed advisory councils were enthusiastic from the start. They especially liked the idea of getting together as neighbours to visit and talk about their problems and take action where needed. They also appreciated the chance to have their voice heard in their organization. This program has continued without interruption to the present time, and will celebrate its 30th anniversary in 1966.

Study circles in Ohio meet every month throughout the year. Over the years they have learned that they can do many

things together which they cannot achieve alone. They tackle such problems as cooperative services, bad roads, taxes, schools, and even world affairs. While the meetings are family gatherings with both husband and wife participating there is ample opportunity during the social hour for men and women to meet separately and discuss their common problems and interests. Each advisory council has a representative on the county legislative committee and on the county women's committee. These committees meet regularly to take up matters that concern all the advisory councils in the county.

The county Council Committee, made up of selected persons from different sections of the county, helps to encourage and improve the meetings of the councils and actively works to develop new groups. The advisory council work in the county is supervised by the Organization Director who is paid partly by the County Farm Bureau Federation and Cooperative and partly by the State Federation and Cooperative. All finances supporting this program come directly from the cooperative and federations. None of it comes from the government.

Communication provides the means of cooperation. The life of the advisory council movement in Ohio is invigorated by a two-way communication between the advisory councils and the sponsoring organization. Various means are used to maintain this free flow of ideas and plans for action. Each group has a secretary who writes up the minutes or report of the meetings. A carbon copy of this report is sent to the State Farm Bureau office. The education department summarizes the minutes and despatches copies of the summary to the various officials concerned at both state and county levels.

The radio is used to broadcast news about the advisory council activities. Local newspapers receive reports of council meetings and frequently publish these as community news. The Farm Bureau Federation publishes a monthly magazine, called

Buckeye News, which carries a two-page section, often with pictures, on advisory council activities. Also included is a special article written by a qualified person dealing with the subject to be discussed on the following month in the council meetings. Local interest in councils is maintained by various means. The councils occasionally entertain each other and encourage their members to attend and take an active part in general and special meetings of their Farm and Cooperative organizations.

The state organization prepares a council discussion guide dealing with problems in which the advisory councils have shown major interest. Each month the discussion leader of each council receives a packet of twelve discussion guides previous to the meeting. Statistics indicate that from 75 to 95 per cent of the advisory councils use this discussion guide. More recently, to reduce cost, the Council Guide is printed in the monthly Farm Bureau publication which reaches all members.

The advisory councils, through their organization, maintain good working relationships with their Congressmen, both state and national. When the Congressmen return home to visit their constituencies the advisory councils frequently invite them to a special meeting to exchange views regarding legislative issues of concern to farmers. Legislators have learned to rely on the views of advisory council members as expressed in their minutes. This type of activity between farmers and Congressmen has developed a lively sense of citizenship on the part of Ohio farmers.

Today with less than 8% of Ohio's population involved in agriculture, the strength of farmers in the legislature depends to a great extent on having a legislative program that will also appeal to urban people. Today, in order to extend these working relations and bring the advantages of advisory council experience to more people the Ohio Farm Bureau Federation carries on an advisory council program for urban people who dwell in rural areas.

The women of Ohio advisory councils also carry on an action program of their own in which they adopt projects of special interest to women. One of the many projects carried on by the women's committee of Ohio is the financing of a qualified woman to serve on the staff of Literacy Village in Lucknow, India. This activity is a normal outgrowth of advisory council discussions where members learn about human needs in other parts of the world and show their concern by taking direct and practical action. The financing of these projects comes entirely from the efforts of council members. It is a service of people to people.

The importance of advisory councils is recognized throughout the organization and is expressed in the policy that anything that tends to take power and responsibility away from councils is probably wrong. Anything that tends to give greater strength to councils is presumably right.

The advisory council program recognizes that most human problems are found close to home. When these local problems are properly dealt with by local people they are not left to roll up into big and unmanageable state and national problems.

Advisory Councils are continuing groups. The average life-span of a group is about 10 years. They are basic units in the organization, participating in policy formation as well as the program of action. They are problem-solving groups in which discussion revolves around their felt needs, and wherever possible, issues into group action.

Ref. III, 2.

STUDY CIRCLES IN SWEDEN

Quotations from "STUDY CIRCLES AS A TECHNIQUE OF COOPERATIVE EDUCATION"—J. M. Rana, Deputy Director, International Cooperative Alliance Education Centre.

"The study circle is a small group of 10 to 15 persons who get together in order to study and discuss a certain subject. They decide to meet once every week or ten days according to their convenience and the number of meetings for one study course is usually about ten...... The study circles which are a combination of individual study and group discussion, are thus based on the correspondence course approach......

"In the organizational work the local societies rely very much on personal propaganda. Normally a planning meeting is organized by the primary society where interested members, office-bearers and store managers are invited. The audience is informed about the new study material for the year and about the subjects which the society wants to emphasize because of its current problems. Those who have participated in this planning meeting then carry on the propaganda personally to their friends and their colleagues to interest them in joining the study groups. Group leaders who are chosen well in advance take special interest in attracting members......

"In Sweden the Central Cooperative Union and Wholesale Society has an Adult Education Division with about ten teachers who plan study courses and prepare study material...... The study material is produced in simple language, set out in relation to people's needs and experiences to make it of direct interest to them, and is specially designed to arouse discussion.

Study material on each course is divided into sections, the number of which roughly corresponds with the number of times a group is expected to meet. The material gives factual information, states problems on the subject under discussion, and indicates pros and cons of particular issues. Each section of the study material has questions listed at the end, on which study circles hold discussions and prepare group reports. These reports are sent to the KF teachers who return them back with their comments and supplementary questions to draw attention to points that may have been overlooked. Thus a two-way communication is maintained between the teachers in the Union and the study circles until a study course is completed......

"After the study circles are formed and start functioning, KF maintains a tight follow-up to ensure that groups are functioning. The local cooperative societies whose members have formed into study circles are required to report information about these groups such as subject matter of the groups and names of the group leaders, the secretaries and the participants. Also if group replies (reports) do not come in, reminders are sent to the non-respondent study circles.

"Since there is no teacher present at the study circle meetings, the role of a leader is an imporant one. He is the organizer of the group, has to keep it together and stimulate group members to contribute to discussions and work with interest and energy. At group meetings his functions are to help arouse discussion, to clarify the viewpoints of different people, to direct discussion on the main issues and to help the group arrive at well-thought out conclusions. His job also includes keeping contact with the local society and the KF...... The group leader's main job is to sustain members' interest and to be an effective chairman. However, this is a function which requires considerable skill and knowledge of human relations and parliamentary procedures. Great emphasis is therefore placed on the training of study circle leaders. The KF organizes well in advance training courses lasting for about a week for equipping

the leaders to perform their functions efficiently. This training is very practical and is aimed to familiarize the leaders with the subject matter of the courses and training them in handling group discussions. Practical demonstrations are given as to how study groups function by involving the leaders in study circles formed at the training courses......"

Achievements

The Swedish Cooperative Movement has kept before itself the following three objectives for its educational policy:—

1. To provide factual orientation in questions of importance to the local societies and to the movements as a whole, with a view to achieve unbiased and objective decision-making in parliamentary meetings of the societies and of the KF;

2. To train an elite of members for elected offices in the movement as also to give those already elected to office an added knowledge of how to carry out their tasks; and

3. To spread reliable consumer information amongst the members, thus contributing to the betterment of their economic position.

The choice of subjects for study circles has been governed by these objectives.

The subjects followed in the study course may be classified into three categories :

1. Cooperative subjects.

2. Economic subjects in general and economics of cooperative societies.

3. Home and family economics.

These subjects include questions and problems connected with cooperative principles, cooperative business and general economic problems, home and family economics, family psycho-

logy and such topics as home furnishing and interior decoration.

In 1961, 3119 study groups were functioning inside the Consumers' Cooperative Movement in Sweden. The total number of particpants is now about 40,000. The composition of the participants in the study circle activity in 1961 was 60 per cent women and 40 per cent men. Of the total participants, 11.5 per cent were employees and the rest board directors and male members.

The study circles have helped in creating an enlightened corps of active members, and also in training board members and employees for their specific tasks in the movement. The members of the study groups are active cooperators who possess an unusual amount of cooperative knowledge and who are able to influence people. They are the carriers of knowledge to other members and opinion-groups under whose leadership rational decision-making becomes feasible.

"It would be no exaggeration to state that the dynamism of the Swedish Movement and its ability to meet successfully new problems and new situations is, to a considerable extent, a result of the studies of the current development problems by a sizable number of active members, board directors and employees ....."

The members who participate in study circle activity also provide a pool from which leaders generally emerge. The study circles are thus responsible for creating a steady supply of future leaders for the Movement, as also for giving additional knowledge to those already elected to offices.

An important achievement of the study circle is the dissemination of consumer education and knowledge about household management which has led to an intelligent choice of consumer articles and betterment of household economics of members. It has also been found that members who participate in study circles have a demonstrably higher rate of purchasing

loyalty. Eeven in terms of monetary calculus, the expenditure which the movement incurs on study circles 'pays'.

Report on Swedish Study Circles

Following is a summary of information on the Study Circle programme of Sweden given on May 6, 1966 by Mr. Holter Sohlenius, principal of "We-School" which is responsible for member education of the Swedish Cooperative Wholesale ("KF"). KF is a member of Workers Education Society of Sweden (A.B.F.), the largest educational organization in Sweden. ABF, organized in 1912, services a total of 40,000 study circles of which 4,000 are under KF.

The Social Democratic Party is the biggest single sponsor of study circles with KF second and the Labour Party, third. ABF gets financial aid from the Government but with no government controls. Government funds cover 75 per cent of the cost of study material.

Local societies provide most of the local promotion of study circles and keep up the people's interest. The "We-School" prepares and distributes the discussion material and maintains a staff of seven full-time teachers who conduct training courses for group leaders and confer with them in the field. Group leaders recruit members for their respective study circles with assistance from the local coopertives, and the "We-School" teachers.

The Cooperative magazine "We", which has a circulation of nearly half a million and reaches one-third of the cooperative members, encourages study circl s

Most of the courses offered by "We-School" deal with consumer education, cooperatives and economic questions. Over half the courses selected by study circles are on consumer education and household subjects. Originally the ratio of women to men in the study circles was about 50-50. Now 75% of the members are women.

Mrs. Majken Melander, in charge of Consumers Information and Protection, explained that study groups are popular with women who are often alone all day while their children are in school or at work. Younger women with small children have difficulty in getting out to meetings.

While study circles are organized around subjects selected by the groups, social contact and satisfactions are important in keeping up interest. Women are often looking for new ideas which will help them in their homes. Some groups meet without interruption through four or five courses of ten meetings each.

Important factors in Swedish success with study circles are:

Carefully planned courses, which appeal to the every-day needs and interests of Swedish people.

Close supervision and follow-up by both central and local cooperatives.

High quality of material for study and discussion.

High motivation of Swedish people to improve their economic and social life and standards of living.

High literacy and interest in continuing education of Swedish people.

Ref. III, 3.

HOW THE NOVA SCOTIA STUDY CLUBS WORK*

The St. Francis Xavier study club is a small group of people, preferably not more than 12, who meet regularly to investigate and discuss a topic on which they feel a need for enlightenment.

At the first meeting the details of frequency, duration, time, and place of the projected meetings are worked out. Meetings are held in any "familiar" place where members will feel at ease : a school room, a hall, quite often the living room or kitchen of a home. Some groups meet in members' homes in turn. From one hour to two hours has been found to be a good length for meetings. After adjournment, those who wish to stay and continue the discussion are, of course, invited to do so.

Finding a Leader ?

A study club leader may be any socially-minded individual who holds the respect of his neighbours. The leader is not a teacher. He need know no more about the topic to be studied than the others in the group. He does need to be somebody with enthusiasm, dogged perseverance, and a will to help his fellowmen. He is, in effect, a secretary whose business is to round up the group, instigate planning for the meetings, keep things moving during meetings, and arrange for suitable study materials from the Extension Department at St. Francis Xavier, the government, libraries, or any likely place.

What shall be Studied ?

With new groups it has been found advisable to devote the first two or three meetings to an investigation of the study

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*Reprinted from the October 1955 issue of Adult Leadership, for the Cooperative League of the U.S.A.

club itself. How does it work? What does it hope to accomplish ? Secure in this understanding, the group is then ready to tackle the problem of : What shall we study?

Quite commonly the decision is to start with a study and discussion of a credit union. There is a sound reason for this. The basic principle is easy to understand. Dealing only in money and credit, the credit union is a simple form of cooperative organization. It has the added virtue of being something that people can "get their teeth into" while acquiring the knowledge and experience they will need before they tackle the more complex consumer cooperative organizations.

After some mastery has been achieved of the credit union, study quite generally turns in the direction of consumers' cooperation. Months or a year of study usually follow in which the group studies the history and aims of the whole cooperative mevement.

Following this general study, a group decides upon the one or more forms of cooperative activity to study specifically. It might be—and often is—a cooperative store through which members would buy their household necessities at an equitable price. It might be housing or insurance. It might be a farm supply, wholesale or marketing cooperative. It might be any combination of these.

The Widening Circle

As soon as possible after launching the individual clubs, steps are taken to weld them into a community-wide organization. This larger group, referred to as an associated or federated study club, elects officers and usually meets once a month. These planned community meetings have proved to be of great help in sustaining interest and morale. Successes, for instance, in individual clubs are talked about in the general meetings. Small group problems are also aired before the

large group. Problems of a community-wide nature are taken up. Outside speakers and resource persons are sometimes brought in. Business meetings are often combined with recreation periods.

When enough communities had become involved in the Antigonish Movement, regional and vocational conferences were organized and held. This trend has culminated in the "Rural and Industrial Conference" which meets every second year at Antigonish, and draws more than 1000 people from all of Canada and the United States—indeed from all the world.

Radio education was added as a new technique as early as 1944, with organized listening groups receiving each week a study bulletin on the subject to be presented. To this, now, has been added educational television.

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Ref. III, 4.

COOPERATIVE EDUCATION IN NOVA SCOTIA*

Interview with Cooperative Leaders

Question: How has the Extension Service been able to build up nearly 1000 study clubs in a few depression years?

Answer: In the first place, we have great faith in the capacity of the common men to think and act intelligently. In the second place, our people are in a corner where they must work together. They have been exploited for years but the depression forced them to do something about it. Our study clubs give them the chance to study their situation and learn about the cooperative solution.

Question: But why do you insist on keeping these clubs small in number (five to ten members each)?

Answer: From experience we have learned that only in small groups do most people feel free to express themselves and raise questions. We realize that informing lectures have a place in education, but more necessary, if people are to put their learning into practice, is an opportunity to exchange ideas, pool experience, raise questions freely and thus build up a common understanding which must be the basis of group action. Now, very few people can express themselves in a large gathering. They are too self-conscious. Moreover, the larger the gathering the less chance for any one individual to have his say. For these reasons we have adopted the small discussion group plan. Five or six make an ideal group—certainly not over a dozen.

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*Carl R. Hutchinson, "Cooperative Education in Nova Scotia", Ohio Farm Bureau News, Columbus, Ohio, Nov. 1935.

Question : But how do you find leaders for all these groups ?

Answer : That's simpler than it appears. In the first place, we try to find people with sense and enthusiasm to help organize the class. Then we encourage the group to pass the job of leadership around until they find the one best qualified. In this way the group trains its own leadership and with so many potential leaders being developed we are not threatened with a shortage.

Question : Where do your groups meet ?

Answer : Usually in someone's home. They often meet in the kitchen ; so we sometimes call them "Kitchen Clubs". This keeps the group informal. The Extension Department is in constant touch with each group through our field service and Extension literature.

Question : What phases of the Cooperative movement do you stress in your literature ?

Answer : We never lose sight of the fact that we are not merely patching up an impossible economic system, but we are building a new social order based on service, distributed abundance and social justice.

Ref. III, 5.

STUDY CIRCLES IN VIET-NAM

The Cooperative Research and Training Centre of South Viet-Nam began operations in July 1959. An important objective of the program was to educate co-operative members for problem-solving action through study circles.

To reach the villagers with this program it was recognized that staff and supervisors had to be trained at each administrative level from the national level through the provincial and district levels to the local societies. By the beginning of 1961 a continuous line of leadership had been trained from the national level to the local society. Then the training of study circle leaders began.

The ten-day courses for study circle leaders were held in the local districts near the headquarters of the cooperative societies and Farmers Association. These two organizations had all their members assigned to small groups of five to ten persons each, making a total of over 12000 groups, each with a group leader to be trained.

The course for group leaders started with illustrated lectures by the use of blackboard, flip-charts, flannelgraph and films. Frequent use was made of small group discussions. By the third day trainees were preparing their own skits and role plays to show how they would educate and motivate the villagers to adopt progressive farm practices.

Each student received a large mimeographed and illustrated text-book containing all the basic information and discussions of the course.

Since the content of the course was determined by the problems and needs of the cultivators, interest and motivation were high.

While the interference of the Viet Cong has retarded progress, the Training Centre has continued without interruption to recruit and train study circle leaders for these member education courses.

The study circles of Viet-nam have four important functions :

1. To increase food production.

2. To strengthen the societies.

3. To check infiltration of the Viet Cong (Communists) in the villages.

4. To assist villages in the work of pacification rehabilitation and community development.

Ref. III, 6.

HOW THEY START STUDY CIRCLES IN OHIO

What to Talk About on your Visit to the Farm Home

1. State why you have come.
2. Some facts about Advisory Councils you will want to mention are:

   Have from 8 to 12 congenial families.

   Offer an opportunity to help our community to be what we want it to be.

   Help us to re-build neighborliness.

   The Council program, in general, is as follows:

   (a) a business meeting;

   (b) a discussion of the Council Guide or some problem of more concern to the Council;

   (c) recreation;

   (d) refreshments; and,

   (e) if the Council desires, devotions or group singing at the beginning.

Council members decide: how large the Council should be, how long a time should be spent on discussion, the limits that should be placed on refreshments, who the officers should be, what additional families should be invited to join the Council etc. Each family takes turn in entertaining the Council. In most Councils the women draw for the months when they are to entertain.

To work on county, state and national problems they join with other Councils and the Farm Bureau Board through the Farm Bureau Women's Committee and the Legislative Committee.

Send minutes to the state office each month where they are read and analyzed. Copies of Council opinions, decisions and actions are made and distributed throughout the state office and to the county Farm Bureaus.

Advisory Councils are sponsored by the county Farm Bureau, and are one of the benefits of organization that Farm Bureau members enjoy.

3. Ask the family to name several Farm Bureau families who would fit into a Council in their community.

4. Help them to set a date for the first meeting. Assure them that you will be there to help them with the first two meetings—or until their Council is fully organized.

5. Suggest that they call on those they plan to invite. These people should be told that they will all help to decide at their second meeting whether or not they want to organize a Council. Offer to go with the hostess to invite the people if it seems necessary.

6. Ask the hostess to limit the refreshments.

7. Give the hostess enough "New Council" post-cards so that she can send one to each family as a reminder several days before the meeting.

What to take up at the First Meeting

1. Have the host or hostess open the meeting with a brief explanation as to why the meeting was called.

2. Make a statement about Advisory Councils, their poupose, their history and accomplishments, and their nature.

3. Distribute and discuss "How We Work Together Through Farm Bureau".

4. Ask the group what some of the major problems are in their community. Get some discussio around these. Point to the possibilty of their doing something about these.

5. Distribute copies of the Advisory Council Guide, but do not stop for discussion. List the subjects dealt with recently in the Guide.

6. Now, have them look at themselves :

If we were to organize, how large would we want our Council to be ?

What other families do we want to invite for our next meeting ? (This should be done only if they are under the desired number of families. Get group decision on families named.)

Who will take the responsibility for inviting each of these families ? (Take these one by one. These families should be told that the hostess will send them a card to remind them of the meeting.)

When shall we have our next meeting ? What time shall we meet ? Where shall we meet next time ?

7. Adjourn the meeting.

8. Play one or two games.

9. Refreshments.

What to take up at the Second Meeting

1. Take account of those present and absent.

2. Review high points of the story of Advisory Councils.

3. Continue discussion of local problems. "What particular community problem, that we could do something about, needs attention right now ?

4. Distribute Guide. Lead brief discussion on one or two major points in the Guide.

5. Ask for further questions on Advisory Councils.

6. Distribute ballots ; ask those present to write "Yes" if they wish to continue and organize as a Council, or "No" if they do not want to go on.

7. It the decision is to organize, conduct a secret ballot election for each of the following officers : (have ballots and pencils ready)

   Discussion Leader
   Chairman
   Vice Chairman
   Secretary
   Legislative Representative
   Women's Committee Representative

State the functions of each office before the nominating ballot is cast. Follow nominating ballot with election ballot. After hearing the number of votes received by each of the nominees, the group should determine the number of names to be included on the election ballot.

8. Discuss the following questions :
   When shall we have our regular meetings ?

If the membership is not complete, what other families shall we invite?

Who will take the resposibility for inviting each?
When will each family entertain? (If the group is willing, have the families who have not yet entertained draw months.)

To what shall we limit our refreshments?
How long shall our discussions be?
What shall we call our Council?

Shall we start our meeting with group singing or devotions? If so, who shall take responsibility for this?

Who will be responsible for recreation?
Shall we plan activity for the children? If so, who will do this? (If time does not permit the discussion of all the above questions, have the secretary list the remainder in the minutes, to be brought up at the next meeting.)

9. Adjourn the meeting.

10. Recreation.

11. Consult with chairman, Discussion Leader, and Secretary about their jobs. Each should be given a copy of the "ABC's of Councils", and the Minute Book should be given to the secretary; the most recent Federation Letter to the Legislative Representative; and copy of the Women's Committee program to the Women's Committee Representative.

ADVISORY COUNCIL COMMITTEE OF THE COUNTY FARM BUREAU BOARD (Ohio)

The Advisory Council Committee is a group of interested Advisory Council members who are willing to give their time to help enliven existing councils and start new ones.

Purpose of Committee : To strengthen and expand the Advisory Council program in the county.

Responsible to : The County Farm Bureau Board. The Chairman of the Committee will report to the Farm Bureau Board at regular intervals.

Composition of Committee : A person or couple from every two or more townships, in addition to the chairman or chairman couple, all appointed by the Farm Bureau president and approved by the Board.

Duties of the Committee : 1. Aid in strengthening existing Councils and in getting them to participate actively in the County Farm Bureau program by :

(a) reading Advisory Council minutes and keeping an attendance record for each Council ;

(b) visiting existing Councils ;

(c) planning and conducting Council officer meetings ;

(d) helping Councils to sponsor county-wide get-togethers.

2. Help organize new Advisory Councils.

HOW THE ADVISORY COUNCIL COMMITTEE INCREASES THE NUMBER OF COUNCILS

1. Send a Council Roster to each Council each year to obtain an up-to-date list of all Advisory Council members.

2. Identify Farm Bureau members on the Council Roster.

3. Note on the Farm Bureau township membership lists the members who are in Advisory Councils.

4. Bring the County Advisory Council Map up to date, adding new Councils and deleting those disbanded.

5. Along with the committee member in the area, contact the township director to secure his help in setting up a township meeting, inviting up to four other Farm Bureau families, preferably those who are now in Councils and who have worked membership drives.

6. In this meeting, discuss :

    a. Each Farm Bureau member not in a Council.

    b Information on age, children, organizational experience and association with other prospective Council members.

    c. Which ones might fit together into a Council.

    d. Which ones of the Council prospects have won the respect of their neighbors sufficiently to serve as "starter" families.

e. Who at this meeting would be willing to help contact the starter families and other prospective families with the Council Committee member and/or the Organization Director.

7. After the township meeting, check list of prospects with those turned in on membership drive, safety survey etc.

8. If there are too few prospects for a Council, check into the possibility of forming a group with prospects from nearby township.

9. Discuss how to start a Council—see cards, "How to Start Farm Bureau Advisory Councils".

COUNTY FARM BUREAU ADVISORY COUNCIL COMMITTEE

The members of this Committee make periodic visits to the Councils in their assigned areas. They only visit these Councils on invitation and for the purpose of being helpful.

When We Visit a Council

The County Farm Bureau Board is interested in getting better acquainted with the Councils in the county. They want to know :

What the members are thinking about.
How they conduct their meetings.
What they think some of their problems are.
If they have suggestions to improve Farm Bureau in the county and in the state.

Let's Listen First

We will want to encourage the Council to conduct their business as usual, but to save a little time at the close for some comments we may like to make.

During the discussion, we could participate, but not so actively that it revolves around us.

Let's Discuss with Them :

1. The County Farm Bureau Board has asked us to visit the Councils in this area.

   (a) The Farm Bureau Board is interested in strengthening the Farm Bureau in the county.

   (b) The Board knows that the strength of the county organization depends largely on the effectiveness and the number of Advisory Councils.

(c) The Board invites any suggestions the Council has for improving the Farm Bureau program.

(d) The Board has asked us to give Councils the help they feel they need, such as working with a Council to add new families acceptable to them etc.

2. Let's give credit where credit is due. (Council record cards will have some of this information.)

(a) If minutes—

Are sent in regularly (including special meetings)
Show good attendance

Report Council thinking on the problems discussed (give specific example, if possible).

(b) If news story of Council meeting appeared in the local paper.

(c) If Council has been represented regularly at Women's and Legislative Committee meetings.

(d) If Council has started another Council.

3. Now let's invite further participation

(a) Through minutes that record group opinions, decisions and actions. Urge the Council to record the problems they think Farm Bureau should work on under the section, "Resolutions", which appears on the back of the page.

(b) Through the county Women's Committee and Legislative Committee.

These Committees make it possible for the Councils of the county to work together. If a representative fails to go to the meeting, the Council, and not only the individual, is absent.

We should urge the Council to send suggestions on problems, that should be worked on, through their representatives to the two Committees.

(c) Through getting the story of their meetings into the local paper.

4. Finally, let's invite the Council to help us start another Council.

They can help because they know the people in their community. Many Councils have started two, three or four Councils.

Ask for the names of specific people who might be interested in Councils.

Ask the Chairman to name one or two couples from the Council who could help in contacting the people to set up a first meeting.

FED.-1164 Ref. III, 7

FARM BUREAU COUNCIL

IF USED BY YOUTH COUNCIL PLEASE CHECK HERE ____

Sample of Advisory Council Minute Book, - Page I.

County ____________ Name or No. of Council ____________

Date of this Meeting ____________, 19____ Members Present ______ Guests ______ Children ______

Regular Meeting Day ____________ Place of Next Meeting ____________

(IF NECESSARY CONTINUE ON BACK OF PAGE)

We ☐ Used Council Guide for ____________ (MONTH)
☐ Did Not Use Council Guide

Discussion Leader:
(Mr.) (Mrs.) (Miss) ____________
Address ____________

(Mr.) (Mrs.) (Miss) ____________ SECRETARY
Address ____________

Have you noted officer's changes and supplies needed on back of this sheet?
Have you read instructions to secretaries on fly leaf of this book?

Ref. III, 7A.

Sample of Advisory Council Minute Book - Page 2.

CHANGE OF OFFICERS

Disc Leader ______ Leg. Rep. ______

RFD No. Address RFD No. Address

Chairman ______ F.B. Women's Rep ______

RFD No. Address RFD No. Address

Secretary ______ Date Council Organized ______

RFD No. Address

SUGGESTIONS FOR F. B. RESOLUTIONS

WE NEED:

☐ Minute Books ☐ Envelopes ☐ Carbon Paper

(Other) ______

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Ref. III, 8.

TO ALL COUNCIL (Study Circle) SECRETARIES*

An accurate and complete record of your Council meeting is essential to the successful operation of your group. For each meeting be sure to write in all information called for in your minutes.

A carbon copy of each set of minutes is to be sent to the Youth and Adult Education Department, Ohio Farm Bureau, 245 N. High Street, Columbus, Ohio. In this way the Councils give the county and state organizations the benefit of their thinking, opinions and action. By carefully noting the contents of Council minutes, the organization is able to make use of your opinions, needs and wishes in planning the Farm Bureau program.

The following suggestions for improving your minutes may prove helpful :

1. Always mention topics discussed and conclusions reached. If the Guide is used, give Council's reaction.

2. If no definite conclusions are reached, record the main points brought out in the discussion.

3. Be sure to report any action agreed upon or carried out by the Council.

4. Include questions, recommendations or criticisms directed to your state or county organization.

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*Quoted from "Farm Bureau Council Minute Book" (Ohio Farm Bureau, 245 N. High St., Columbus, Ohio)

5. Record resolutions each month. Whenever your Council recommends that something be done about local problems or suggests changes in state and national situations, place this recommendation under "Suggestions for Farm Bureau Resolutions" on the reverse side.

6. Include ideas and activities which might interest other Councils.

7. For accuracy and completeness, check your notes with other members of the Council as soon as the meeting is adjourned.

8. Be sure to mention changes of officers and committee members in the space provided on reverse side. Give full names and addresses.

9. The minutes should carry the date of the meeting—not the date when the minutes are written.

10. Your minutes should report the county in which your council is organized. (Council secretaries who happen to live in an adjoining county, take note.)

11. When a temporary secretary signs the minutes, please indicate by pro. tem.

12. Make sure the carbon copy of your minutes is clear and legible.

13. Use the Business Reply Envelopes and mail your minutes to the Farm Bureau promptly after each monthly meeting.

14. Make requests for new minute book, reply envelopes and carbon paper before supplies are exhausted. Use space provided on reverse side.

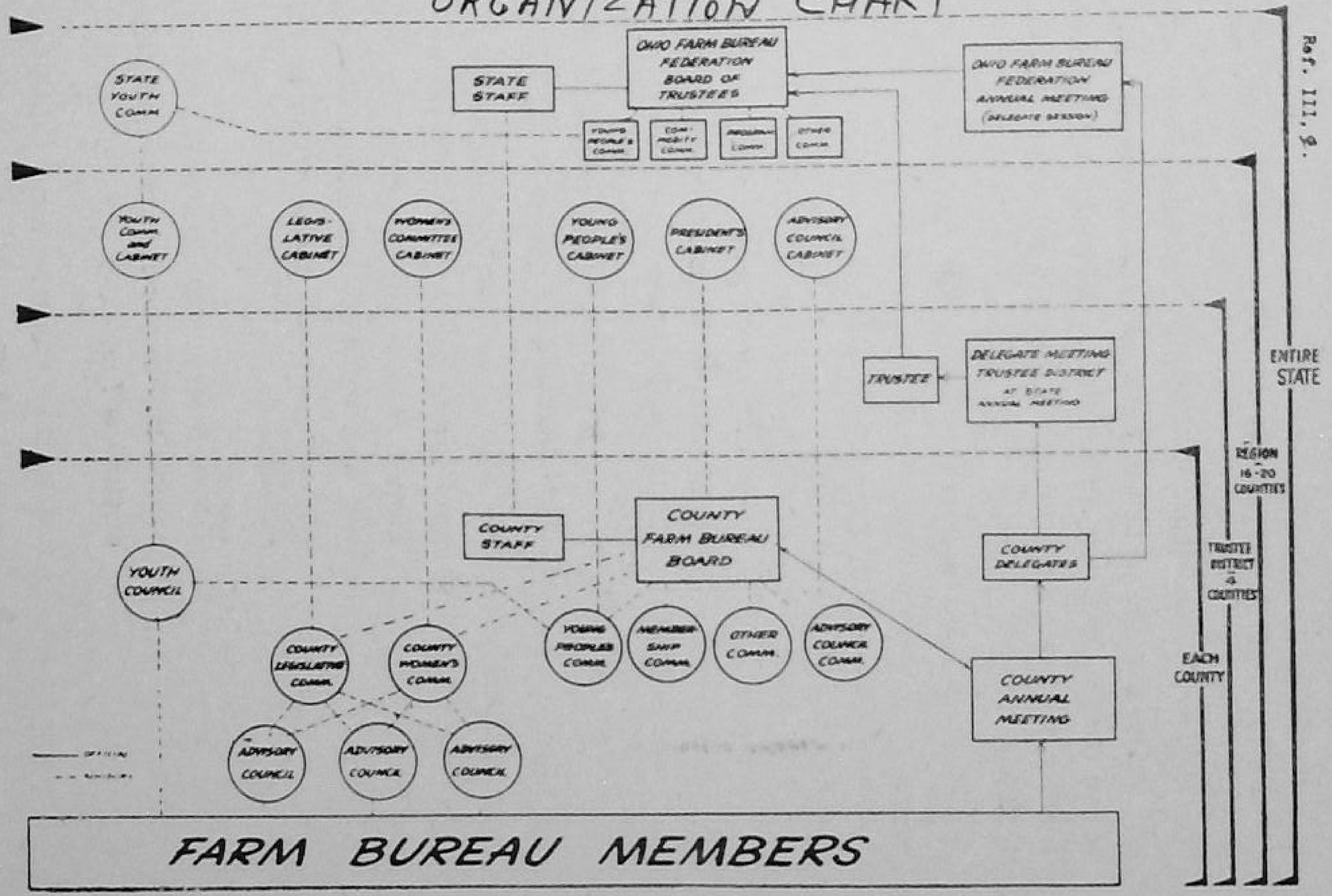
15. Order your Meeting Notice cards from your County Farm Bureau Office.

16. If your discussion leader fails to receive a monthly supply of Adviory Council Guides let us know through your minutes, giving full name and address of your discussion leader.

17. Remember quotes from your minutes are read and noted by Farm Bureau officials, staff and members throughout Ohio. In this way your Council can definitely contribute to the progress of the Farm Bureau program in Ohio. By pooling your thinking with others, you are helping to make democracy work.

How Farmers Work Together Through Farm Bureau!!

ORGANIZATION CHART



Ref. III, 10

COUNCIL QUIZ—"HOW ARE WE DOING ?"

Here is a quiz that may help us see more clearly what we can strive for and what we have already achieved. At best, it is a rough indication of progress. Its main value will come from stimulating a discussion of how we can improve our own Council.

Yes	No		
——	——	1.	Do we have a regular meeting date ?
——	——	2.	If we need to replace families when some drop out, do we really work to keep our membership as large as we want it to be ?
——	——	3.	Do we all sit in the same room during our meetings so that we can hear and see each other's faces ?
——	——	4.	Do we discuss our local community problems ?
——	——	5.	Do we discuss the questions our legislative and women's representatives put before our Council and so we make recommendations ?
——	——	6.	Do we present ideas to our representatives to take before the county committees for discussion ?
——	——	7.	Do we take action on local problems ?
——	——	8.	Do we help the secretary to get our opinions, decisions and actions reported in the minutes ?

——— ——— 9. Do we send our minutes to the Farm Bureau office regularly ?

——— ——— 10. Do we all participate as freely and fully in the discussion as time permits ?

——— ——— 11. Is the spirit of our discussions usually one of really listening to each point of view and giving adequate consideration to it ?

——— ——— 12. Do we try to find the best solution instead of limiting our discussion to expressions of opinions from individuals ?

——— ——— 13. Do we help the chairman and discussion leader to keep our discussion on the track?

——— ——— 14. Do we start and stop our discussions at a definite time ?

——— ——— 15. Do we leave enough time for visiting so we don't have to do it during our business meeting and discussion ?

No matter how good we rate ourselves, let's discuss the question, "*What else should we consider that would help make our Council stronger, more effective, and more enjoyable ?*"

If our Council feels that we need help in making our group function better, we can ask for assistance from our County Advisory Council Committee or Organization Director.

Ref. IV, 1.

STUDY GROUP—A DEFINITION—VALUE

A. F. Laidlaw, "Extension Work in the Cooperative Movement" (The Central Committee for Cooperative Training, Reserve Bank of India, Bombay 1, 1958).

"A modern method of learning that is now widely used in many countries of the world is the study group. It has several different forms and is called by a variety of names: discussion group, study club, discussion circle, and so on. But the idea is the same, no matter what it is called: it simply means people getting together in little groups to learn something, and to learn in a purposeful, but not too formal way. Sometimes, the study is accompanied by a radio program to which a large number can listen at one time, and then it may be called a radio forum group or listening group. The study group method of learning is so important in cooperative education that all extension and educational workers in the movement should be thoroughly trained in its use.

"Study groups are of value in many fields of adult learning, but in cooperative education they are a necessity. For, in cooperative societies you must have understanding and agreement by many people on certain ways of doing things, and this can only be achieved by open discussion and a free exchange of opinions and viewpoints. Indeed, without study clubs and discussion groups it is difficult to maintain the democratic nature of a cooperative society. Extension workers will, therefore, make use of them as their most effective means of mass education."

Ref. IV, 2.

STUDY GROUPS*

Here are some general points of guidane to help the extension workers in using the study group method :

1. First, a clarification of terms. There are many ways to describe the method of study groups, but there are these distinctions :

   Study Circle (Study-Action Group, Advisory Council, study Club)

   A group of people who meet regularly to study and discuss their problems together and take action.

Group Discussion

The general method of discussing a problem in small groups.

Listening Groups (Radio Forum Groups)

A study circle which follows an educational radio program.

2. The key to good study circles is good leaders. When study circles have been organized the extension worker should meet with the leaders to assist and guide them. A short course for leaders, even a course of a few days, will prove of great benefit to the program.

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*Some of the statements in this reference are quoted from A.F. Laidlaw. "Extension work in the Cooperative Movement."

3. When we organize study circles we should have a clear purpose in mind. People join these groups not just for the purpose of having discussion, but in order to learn something or to solve a problem. Be sure that there is some objective or goal in mind. Thus, you may organize a number of study circles in a community with the aim of having the people ready for a marketing society in six months or by the following year.

   [This definition especially fits the practice in Canada (165-170). For practice in Sweden, Ref. III, 2 (161-164).]

4. The Nova Scotia (Canada) practice has been to organize study circles around a specific cooperative activity or project, such as a credit union. When the project is achieved the groups are allowed to dissolve.

5. Study circles in Sweden often follow the pattern of a correspondence course but with a group approach. One authority defines the Swedish Study Circle thus : "A study circle is a small group of 10 to 15 persons who get together in order to study and discuss a certain subject." (See Ref. III, 2)

6. Study circles (Advisory Councils) in Ohio are small groups of 6 to 12 couples who meet every month, year after year, to discuss and take action on their mutual problems. This concept of continuity is a characteristic of the Ohio plan. These groups are the basic functional units of the sponsoring organization and make recommendations for its improvement.

7. Organized action should, therefore, follow a study circle program after a certain time. When people

see that study leads to action, their interest will not flag. In some places they are called, quite properly, "study-action groups". The extension worker should help the people to come together to decide what action should be taken as a result of their study.

8. Organize study circles to prepare people to form a cooperative society. Once the society has been organized, contiune the study circles and organize new ones to keep pace with membership growth. It is difficult to get a frank expression of opinion or to hear everyone at a large meeting. So, in a cooperative society, where there is an importort decision to be made, when you want to get the members' opinion on a question, or when you want to find out why the members are not loyal to their society, use the group discussion method.

Ref. IV, 3.

DEVELOPMENT OF STUDY CIRCLES—SOME APPROACHES

Basic Assumptions

1. People have an inherent urge for personal and social growth.

2. By working together ordinary people have the capacity to solve most of their own problems.

3. The small, intimate group provides the vital link between the individual and the mass of population ; and gives value and meaning to his life.

4. The strength of a democratic organization depends on the meaningful participation of its members.

5. The study circle is an effective technique in member education.

6. People are important. The education and training of the people is the most important factor in increasing production.

Basic Principles

1. Cooperative education is a continuous process, and the study circle is a continuing group.

2. Study circles are problem-centered and action oriented.

3. Cohesion of the study circle is sustained by a sense of common interest and concern, and reinforced by group achievement of projects and objectives.

4. The study circle functions as an organic unit in the sponsoring organization.

5. In relation to the sponsoring organization, the study circle is non-official and advisory in nature.

6. The most potent force in member education is vital and meaningful participation in a well-managed successful cooperative business. The study circle strengthens this participation ; and such participation strengthens the group.

7. Study circles provide a basis for coordinating the efforts of community centered organizations ; and this in turn strengthens the groups.

8. Any policy or practice that tends to weaken the small, component groups is open to question ; anything that contributes to their strength is presumably right.

Practices

1. Begin with the cultivator and his problems.

2. An important function of leadership is to encourage the study circle members to speak up, freely and frankly, and follow their communications through to action.

3. The sponsoring organization supplies the groups with information, leadership training and supervision, but encourages the groups to do their own thinking.

4. The constituent groups participate both in policy formation and execution.

5. Groups are encouraged to confine their projects to those within their powers to achieve.

6. Groups elect their own officers and carry on their own meetings with a minimum of outside help.

Ref. IV, 4.

CORRECT METHOD OF HOLDING STUDY CIRCLES OF ORDINARY AND PROSPECTIVE MEMBERS' EDUCATION AT THE VILLAGE LEVEL AND THEIR CONTENT

The National Cooperative Union has adopted the study circle technique as the basic pattern for member education in cooperatives. A program for the implementation of this scheme was initiated early in 1964 on a pilot study basis first in the District of Ludhiana, Punjab, and later in Raipur District, Madhya Pradesh.

Before study circles are initiated in the village societies the basis for their operation is laid at each level from the National Cooperative Union through the State Cooperative Unions, the District Cooperative Unions and Blocks to the village societies. Responsible officials and non-officials at these various levels are consulted and plans are developed on the basis of their counsel. By May, 1965, some 20 study circles had been organized in Ludhiana District and 22 groups in Raipur District. The following suggestions having to do with the recommended method of conducting study circles at the village level are based on this limited experience. Officials and Cooperative leaders are now extending study circles to other districts and states.

General plans for implementing the program in any given district are worked out with district officials. The administration of these plans would be the joint responsibility of Development Officers and Cooperative leadership of the district. Within the district one or two blocks are selected for the initial development. This selection is based to a considerable extent on the readiness of societies and of the Block Development Officers to undertake the project. The active support of State, District and Block leaders is essential. In Ludhiana District development of

Ex. 74

study circles was slow in starting until positive support was secured from district officials, the Block Development Officer, the State Education Officer and an alert and capable Cooperative Education Instructor in the district. In Raipur District the Block Development Officer took with him two of his Cooperative Extension Officers and the Secretary of the District Cooperative Union to call on the Managing Committee Members and other leaders of the selected villages. This procedure gave the sponsors of study circles some firsthand experience in introducing this program to the leaders of the village and helped to prepare them to carry on.

Ref. IV, 5.

APPROACHES IN THE ORGANIZATION OF STUDY CIRCLES

It would seem that the proper approach would depend to a considerable extent on the local situation and available leadership of the village concerned. Out of our limited experience the following approaches and guidelines suggest themselves :

1. The selection and training of group leaders is a vital first step. Leaders of study circles are not necessarily official leaders or villagers with special authority. In fact, our experience suggests that the natural leaders who may not hold office but who are respected and looked up to for help and advice by their neighbours will more likely fulfil the requirements of a group leader. Such a person needs to be interested in the welfare of the community, have a genuine desire to help others and hold the respect of the group members.

2. The selection of members for each specific group is based on social compatibility. The group leader should be able to recognize the existence of these social ties in the selection of members for the study circle. The longevity of the group will depend to a great extent on these established bonds of friendship.

3. The groups are motivated to maintain their activities over a continuing period in order to build up cumulative information and skills in working together.

4. Within a given society several groups are formed at the same time. This has certain distinct advantages.

The joint activity of several groups heightens the interest of the members. The outside leadership can make better use of time invested by contacting several groups at one meeting. Several groups can work together within their society on mutual problems.

5. Orientation and training are required for leadership at each level—National, State, District, Block and Village. Special attention needs to be given to the training of leaders who have immediate charge of the study circle program in villages such as the Cooperative Education Instructors, Cooperative Extension Officers, Agricultural Extention Officers and Village Level Workers. The training of the group leaders is a necessary and important function of block and cooperative society leadership.

6. Provision for overall supervision of the study circle program at the district level is needed, This calls for a person with administrative ability, skill in working with villagers and in setting up study circle groups. A carefully selected and trained Cooperative Education Instructor or Block Development Officer seems to be a logical candidate for this post. He would work closely with the district leadership on the one hand and with the Village Level Workers on the other.

7. Communication between study circles and the various tiers of organization is vital. This communication flows in both directions between the group and the organization. This is carried on by whatever means are on hand, but these channels need to be clearly defined and accepted by leadership. Basic are the supplies of discussion materials fed in from various sources such as Cooperative Unions, the Agricul-

tural Extension Service and Package Program. Written communications of the groups appear in the form of minutes or reports of meetings which go to local society and the block and district offices. From there these communications are directed to the organizations concerned and to those who are in a position to supply the particular information needed.

Ref. IV, 6.

THE PROCEDURE FOLLOWED IN TYPICAL STUDY CIRCLE MEETINGS

Study circles within the society meet at a time and place suitable to the members. As a rule the main topic to be discussed has previously been selected and materials delivered in advance to the study circle leaders. The leader should be a member of the society and should be able to read. The materials should be appropriate to the interests and needs of the members, written in their local language, at their comprehension level, and actionable.

1. The circles first meet together to listen to a brief preparatory talk by the resource leader, perhaps a Village Level Worker, Cooperative Extension Officer, Cooperative Education Instructor, Agricultural Extension Officer, representative of IADP, IAA, or Block Development Officer. This talk is directed to the topic of the evening and designed to awaken interest, supply some basic information and focus attention on the leading questions for discussion. It should raise pertinent questions to stimulate discussion.

2. The circles assemble in their respective groups to review the materials and discuss the problems at hand. At this meeting the group secretary takes notes of the topics discussed, conclusions arrived at and any new problems, which arise in the groups.

3. The groups reassemble. The group leader or secretary of each group reports the findings of his unit. This is followed by general discussion on the prob-

lems, decisions and questions brought out in the small group meetings. The assembly chairman calls on the groups to express opinion as to what action needs to be taken as a result of the discussion or what further information is needed before they are ready for action. A qualified person records the proceedings of the meeting.

4. An Action Committee representing the Managing Committee and each of the groups may be needed to plan the proposed action in greater detail. Proposals for action are submitted to the Cooperative Society or other body, depending on the nature of the proposal.

5. The date of the next meeting is announced and proposals for the program outlined. After the first few meetings the dates are usually established in a formal way, fortnightly or once a month on a given date or day.

6. The program concludes with a short business meeting attended by the resource leader, the Managing Committee Members and other leaders to evaluate this meeting and make any special plans needed for the next meeting.

7. Reports of the meeting are sent to the proper officials.

Ref. IV, 7.

QUESTIONS AND ANSWERS ON STUDY CIRCLES

1. Will Study Circles Work ?

On the basis of experience in Ludhiana District, Raipur District and else where the answer to this question is "yes", provided certain conditions are met.

(a) That local leadership has been properly instructed in the organization of study action groups.

(b) That the sponsoring organization provides the necessary information, supervision and leadership training. The selection of group leaders is a vital matter in the continued activity of the group. The selection and preparation of discussion material is likewise important. These should be relavent to the needs of the participants.

Our experiences in these areas indicate that it is not so much a question "Will they work ?" as it is a question "Under what conditions will they work ?"

2. How Can They Hold the Villagers' Interest ?

It is important to begin with the villagers' own problems and needs as they see and express them. After the group has identified the major things it wants and needs it is necessary to help it select a project within the resources of the group to achieve within a reasonable time. Some degree of success in tackling the first project helps greatly to strengthen the morale of the group for further action.

Personal satisfactions—recognition, fellowship and a sense of belonging—which are often realized in a small group, will do much to hold the individual's interest.

3. How are they Organized and Supervised ?

The District Cooperative Union and the Cooperative Education Instructors collaborate with the Deputy Registrar and other district officers to initiate the program with the Block Development Officer of a selected block who in turn involves his Agricultural Extension Officers, Cooperative Extension Officers and Village Level Workers in organizing and supervising village action groups.

Since the Cooperative Union at all levels, national, state and district, has adopted the study circle technique, the support of this organization is vital. In Ludhiana where there is no District Cooperative Union we began with the State Education Officer of the Punjab Cooperative Union who offered full cooperation and assigned a qualified Instructor to supervise the program at the district level. Later an Instructor was assigned to each of the two specific blocks selected for intensive work. The State Education Officer collaborated in translating and preparing materials in the local language, in supervising the District Education Instructors and in helping to orient Block Development Officers and Village Level Workers to this program.

In November and December, 1964, the National Cooperative Union of India gave a one-month training course to Cooperative Education Instructors of Package Program districts. A feature of this course was the training of Instructors for intensive member education through study circles.

Through March, 1965 the NCUI Training Centre gave a one-month course in which the main stress was on study circles. Since then four more similar one-month courses were organised from May 10th to June 9th, June 10th to July 9th, and July 12th to August 11th, in 1965, and April 4th to May 4th in 1966. Even in other five Basic Training Courses organised at the Training Centre since November 1964, due stress on Study Circles has continued to be laid while training the Instructors.

4. How is Study Material Prepared and Distributed ?

Selection of study material for the groups of a given area is based on the expressed felt needs of the participants. Generally this is related to the farmers' monthly calendar of work. In many cases the study material on these subjects is available at the District or the State Agricultural Information Office. The National and State Cooperative Unions are equipped to translate and put this material into proper form for discussion. However, with some training and practice this can also be done by leadership at the district level.

The Instructor or other person who is made responsible for this program in the district follows through to see that the proper material reaches the groups on time. The Instructor needs a stockpile of appropriate materials, covering a wide variety of subjects such aa plant diseases, use of insecticides, fertilizer, irrigation, cooperative services, credit and so forth. On occasion a specialist may be called in to provide first-hand information on a particular problem the group is facing.

An important operation of the group is to prepare a report of each meeting and see that it gets into proper hands. Plans for collecting and consolidating these reports have been worked out by the Cooperative Union. This information keeps the local cooperative society, the block and district level officials posted on what is going on in the groups, what problems they are tackling, what views they hold and what hely they need. Thus continued two-way communication between the groups and the sponsoring agencies is maintained.

5 How do Study Circles Contribute to Development

Objectives ?

(a) It has been demonstrated that this type of program enlists and helps to develop village leadership. Our experience indicates that besides the official leaders of the village there are what we might call "natural leaders" who may not be identified as leaders but

who are highly regarded by villagers and exert influence over them. Indications are that these people may be more acceptable to the villagers than official village leaders who are already preoccupied, while these informal leaders may be more ready to give time and effort to this program. In any case, these small groups serve as training ground for village leadership, both official and non-official.

(b) These groups also serve as testing units for trying out new ideas or new materials. For example, in Ludhiana District the promotional materials designed to get cultivators of groundnuts to support the new groundnut oil extraction plant are to be tested in action groups of the area. The purpose here is to find how villagers respond to this material and make changes based on practical tests in the field.

(c) These groups, made up for the most part of members of local cooperative societies, consider ways and means to strengthen the services of the society.

(d) This program helps the district, block and village leadership to identify needs and problems of cultivators and to mobilize the resources of Extension and cooperatives to meet these needs. The various printed materials put out by Extension find wide use in these groups.

(e) In many situations Extension leadership may be able to work more efficiently through small groups than with individuals alone. For example, one of the small groups decided to set aside one of its meetings for the review of farm plans, and to call in the Village Level Worker for guidance. Hasda Village took successful action through its ten study circles to make it a "Stage II Village", in which the village as a whole adopted the package of improved farm practices.

7. How are Study Circles Organized and Supervised ?

Our recent experiences in Raipur District suggest an effective approach to organizing study circles. The steps used are these :

(a) The Deputy Registrar and Package Program Officer enlisted a Block Development Officer to start village action groups in his block. Four villages were chosen and just before the study circles were formed the Block Development Officer took the leaders of these villages on a tour of Stage II villages to see what they were doing and ask questions.

(b) The Block Development Officer sent word to the selected villages asking Managing Committee and other village leaders to assemble at the village centre at a certain date and hour. In this assembly were the progressive farmers who had just taken the tour.

(c) The Secretary of the District Cooperative Union and the Block Development Officer gave introductory talks explaining the *what*, *why* and *how* of study circles.

(d) The Block Development Officer discussed with the group the desirability of having study circles in the village so more members can tell their problems and express their views to their village, block and district leaders.

(e) The organizer (Block Development Officer, Agricultural Extension Officer, Cooperative Extension Officer or Cooperative Education Instructor) got approval of the gathering to form study circles.

(f) The organizer asked those to stand who volunteer to serve as group leaders. Those who had been on the tour of Stage II villages were first to stand.

(g) While they were standing the leader coached these volunteer group leaders on their duties and gave them simple instructions for selecting and working with their groups.

(h) The organizer helped the assembly and group leaders to select place of meeting, date and discussion topic of the next meeting.

(i) The assembly agreed on several local problems that needed attention. Arrangements were made with the Instructor to prepare and deliver discussion materials on these problems.

(j) The meeting adjourned and those in charge held a brief session to finalise plans for the next meeting.

Both in Ludhiana and Raipur Districts it was found that *villagers prefer to form several groups in the same society at the same time*. In this way, the Instructor, Village Level Worker or other leader may give an opening talk on the subject for discussion to the whole gathering. The small groups assemble in separate quarters to discuss the matter at hand. When the groups reassemble each group leader reports the findings of his particular group. This is followed by a general discussion to decide what action should be taken.

It should be stressed that in this type of program the total resources of leadership in the district, blocks and villages should be made available. As the program develops the roles of the District Cooperative Union, Package Program Officer, Deputy Registrar, Block Development Officers, Agricultural Extension Officers, Cooperative Extension Officers, Cooperative Education Instructors and Village Level Workers are defined and utilized.

It should be stressed again that this project is still in the experimental stage. The above observations are based on experience to date (April, 1965). Much more remains to be learned about the methods of handling this program to involve the villagers who are the real bottleneck of agricultural production.

Ref. IV, 9.

MAKING COOPERATIVES A PEOPLE'S PROGRAM

In food production, people are the most important resource. Making co-operatives a people's program is more than a social ideal; it is an economic necessity.

Consider some of the advantages of a program for people's development based on study circles.

1. These groups help us to achieve national objectives.
2. They help to discover and develop leadership.
3. They begin with the farmer and his production problems which awakens and holds his interest, and suggests where he needs help.
4. They give members motivation to learn more about their cooperative and take a more active interest to improve and use its services.
5. They stimulate cultivators to adopt better methods of increasing food production.
6. They provide an effective means of mobilising the entire village behind a program of adopting improved farm practices.

The ultimate success of the cooperative program, as well as of the Government's objectives in food production, rests on the voluntary action and active support of the cultivators themselves.

Ref. IV, 10.

MAKING THE INDIVIDUAL COUNT THROUGH STUDY CIRCLES

A dynamic type of member education is an essential requisite of a people's program. This must be a type of education which carries with it strong motivation for mutual self-help. The mass media which are commonly relied on to reach and motivate people are useful but not enough. These media rely on a mass appeal which tends to leave the person an isolated and helpless individual.

Study circles have high potency for personal and social action. They are based on the principle that democratic organization for individual and group action can best be implemented by joining of individuals into cohesive self-help groups sufficiently small for the individual person to count in them and to contribute measurably to the good of the group. These groups should operate in such a way that they can function effectively within the structure of the larger organizations. They retain enough autonomy of their own so as not to become mere cogs in the larger machanism.

In a real sense these groups constitute the basic building units of a viable democratic structure in which the individual functions as a meaningful person. From the small group upwards, there is an ascending scale of smaller and larger groups. The small group is strong enough to give efficacy to its individual members and to register its influence on the next larger group of which it is an organic member. This pattern of democratic federation is basic to a people's program. Only in this manner can the person through his ascending order of groups have voice and control over his society and over himself.

Through his study circle the individual can register an effective influence on his village and the larger society.

Ref. IV, 11.

URBAN STUDY CIRCLES

On the basis of limited urban experience it is felt by the organizers* that the following aspects should be kept in view in the conduct of study circle programs :

1. Suitable study material must be prepared on various topics and adapted to local conditions and languag. Personnel concerned with the preparation of study material should be trained in the techniques of writing materials for discussion purpose.

8. Some time of study circle meeting should be devoted to the discussion of problems of the local society.

3. Opinions expressed and conclusions arrived at in the the groups should be publicized through the cooperative press.

4. Solutions arrived at in the group discussions should be implemented by the members with the help of authorities concerned.

5. Audiovisual aids like interesting films should be used frequently in order to attract and sustain member interest.

6. Pilot projects on study circles in different parts of India should be started under expert supervision and sufficient experience be gained before launching study circles on a large scale.

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*Delhi State Cooperative Union, International Cooperative Alliance, Regional Office and the International Cooperative Alliance Educational Center for Southeast Asia.

7. The organisers of study circles should seek the collaboration of existing educational welfare agencies in the area. They may explore the possibility of securing the assistance of radio and television stations in broadcasting the programs for study circles.

A Scheme of Consumer Education in Urban Areas

1. Each wholesale cooperative consumers' store should have an education and publicity wing.

2. There should be one trained teacher employed in this wing. The teacher should be trained in the preparation of suitable study material and simple visual aids.

3. Model material for study circles may be prepared at NCUI or State Unions but day-to-day material should be developed in the Education and Publicity Wing.

4. Program or training and manuals for the teachers and study circle leaders can de developed at the NCUI with the help of ICA and Cooperative League of the U.S.A.

5. The Education and Publicity Wing should invite applications from local societies to send interested leaders for training in study circle methods.

6. The training of leaders may be organized at the wholesale stores or at nearby cooperative training centers.

7. The promising leaders may be assisted in organizing study circles. They should be supplied with suitable study material and audio-visual aids by the Education and Publicity Wing, free of charge.

8. The leader should be in direct touch with the teacher through correspondence.

9. The leader should be paid for the expenses incurred by him on travel and postage in connection with the organization and conduction of study circles. This money should come from the wholesale store and local cooperatives.

10. An assessment of the program must take place at suitable intervals by the National Cooperative Union of India.

It may be added that the study circle program of member education is to be supplemented with other methods, namely demonstration classes for women, and study visits for youth.

Ref. IV, 12.

VILLAGE STUDY CIRCLES

The social and cultural climate of the Indian village seems to be especially hospitable to the study circle program. On the basis of limited experience with study circles in Indian villages the following techniques and procedures seem appropriate :

1. See that the composition of members for each specific group is based on compatibility among the members and recognition of existing social bonds and mutual friendships.

2. Motivate groups to maintain their activities over a continuing period.

3. Coordinate the efforts of groups to measure up to the size and scope of larger undertakings.

4. In selecting and training village leaders for study circle work, stress the study circle as a means of solving mutual problems and not as a tool to be exploited for private advantage.

5. Provide an overall director of the study circle program at the district level. This should be a well-qualified person who has demonstrated ability for working with villagers and for setting up study circle groups which are led to operate under their own leadership. A carefully selected and well-trained Cooperative Education Instructor would be a logical candidate for this post.

6. On special occasions villagers like to get together in fairly large groups. Our experience indicates that the Instructor can organize and lead discussion with a

fairly large group—say up to 50 persons—and at the same time utilize the study circle techniques by creating sub-groups. The agenda for such a procedure might be as follows :

(a) A planning meeting with the Managing Committee a week or more before the gathering.

(b) Each Managing Committee member is prompted to select his own study circle out of the membership and bring them to the gathering. The basis of selection would be social compatibility of the members.

(c) The gathering assembles with a preparatory talk by the Cooperative Education Instructor or other qualified leader.

(d) The gathering separates into study circles to discuss problems.

(e) The study circles hold their discussions, reassemble and report back to the larger gathering.

(f) General discussion follows on the problems, decisions, questions, etc., brought out in the small group meetings.

(g) The assembly selects and explores the problem (s) it considers most vital.

(h) A plan of action is drawn up and procedural steps adopted.

(i) The date of the next meeting is set and proposals for the program are entertained.

(j) The supervisor, Managing Committee and group leaders (the Cooperative Education Instructor and Managing Committee) have tea, evaluate the meeting and plan the details of the next meeting.

Ref. IV, 13.

A BRIEFING SESSION ON STUDY CIRCLES AT THE ALL-INDIA COOPERATIVE INSTRUCTORS TRAINING CENTRE

Question : Are study circles to help only cooperatives or will they tackle broader problems of cultivators.

Answer : In practice we find that cultivators will talk about the things that concern them most whether we like it or not. If we give them the freedom to talk about all their problems, of course they won't be talking about cooperatives all the time but they will be talking about cooperatives when the cooperative has an answer to a particular problem or need. And so the cooperative will come in for its share of attention. Where the cultivator feels free to discuss a wider range of problems it helps him to see where the cooperative fills a need. When the cooperative has a specific answer to his problem, he will have a better understanding of how to make use of it. So we would suggest that the subject matter of the study circles be broadened to include what the farmers feel are their problems.

Question : So you say it is the duty of the cooperative to organize study circles ?

Answer : We would say that if the cooperative is alert and has the leadership that it would very wisely organize study circles. If it doesn't have the leadership, then the place to begin is not to organize study circles but to develop leadership. Perhaps they need a training program to prepare the managing committee and group leaders.

Question : Then how do we begin to organize study circles ?

Answer : As we have said, we begin with the training of local leaders through Managing Committee members classes and

classes of Secretaries/Managers in the field of study circles, so that they can take responsibility and give continuity to the program. It doesn't help to organize these study circles and run away and leave them. We don't want to give birth to a baby and leave it on somebody's doorstep. This is a case of family planning. How are we going to bring up this child and educate it? We want it to develop and have a future. And so with study circles—we plan before we organize. Maybe you should begin with the Block Development Officer. If he's interested, he will be there right along and if he'll accept some resposibility, then he may direct and supervise his staff to support the District Cooperative Union in its efforts to carry on the program after the Cooperative Education Instructor organizer has moved on to another village. We certainly want to get the support of the villagers, the managing committee, the cooperative secretary, and village leaders who have a social outlook. As you know, many villagers are mainly interested in their own personal welfare and are not useful to us at this stage. Now later on, if we can get them in a study circle, we may help them discover their relationship to their fellow men and take an outward look. As this point we need to find a few leaders who have a concern for their neighbors and for the welfare of the village, so they can all work together. These natural leaders may be hard to find and if they're not there we'll start with the best we have and beign to develop village leadership.

Question: How can the study circle program be made a continuous process?

Answer: As we have said, we need to enlist the help of the Block Development Officer and his staff and especially involve the District Cooperative Union, because they are permanent and they have a definite responsibility to help cultivators cope with their many problems. The District Cooperative Union has a specific role to organize, supervise and maintain study circles. These leaders make the program continuous. Of course, there is no substitute for active leader-

ship right in the village. If you can find or develop people here with understanding and enthusiasm your chances are much better. We have to motivate people first. Unless the study circle contains people who believe in it and see its value we will have difficulty. As soon as people within the study circle discover its value and benefit to them, our work is on the way. We have discovered this in Raipur District. At the first meeting, the members were dubious of the value and need but after a few meetings, they found that the study circle was a good way to get things done. It gave them a sense of achievement and self-confidence to tackle bigger projects.

Question: Study circles can be developed where people are literate but in the hill country, how can study circles be maintained ?

Answer: Well, we don't know all the answers. This is what we are trying to find out. In the state of Madhya Pradesh we are trying out study circles under various conditions: in the IADP district of Raipur, in the IAA district of Durg and in the tribal district of Bastar. In our experience so far illiteracy has never been a hurdle. If subject for discussion interets the farmer he follows discussion and, even though illiterate, manages to learn the contents of the discussion sheet. This has been our experience.

Question: How can we find out more about study circles ? We have many questions. How to organize them ? Where to get discussion material ? How to handle discussions? How to write up reports ? And how to get people to follow up after we organize them ?

Answer: To answer your first question you know that the National Cooperative Union of India is producing some material. They have just brought out a little booklet on the "What, Why and How of Study Action Groups". I suggest that you get copies and distribute them among yourselves. We are also preparing a handbook for teachers of study circles which should

be out shortly. This will give you further help. Actually the best literature on study circles will come right out of our experience with study circles in the field. The source of that literature will be you and your experience.

You will give study circles the village test, and this is the way we learn : by trial and error. We hope it will more often be trial and success.

Question : For the past ten years the villagers have been promised many things and now they will say that this is just another government scheme, and I think it will not be easy to bring them into study circles by saying that we will solve this or that problem.

Answer : You are right. We are not recommending this program because it is easy ; it's not easy. We have to start where the situation is more or less favourable. Not every village is ready for this. This is why we are asking you who know the villagers and their leaders to recommend certain blocks and villages as the starting place. As we succeed here we can gradually expand to new and more difficult villages. As we progress, the best promoters of study circles will be members and leaders within these groups. Farmers are not solw to adopt a good thing if its merit can be demonstrated. To build a limited number of successful study circles is our first task. From there we will pick up speed based on our own good experience and the demonstrations of effective groups.

Ref. IV, 14.

GROUPS GAIN STRENGTH THROUGH EXPERIENCE

As groups continue to meet over a period of time they increase in their ability to tackle and solve problems. In the beginning stages some members of the group may hesitate to speak up while others do the talking. We might call this the self-centered stage where members are attempting to find their places in the group.

The group may then go through a stage of frustration and conflict where the members have difficulty in resolving their differences. If the group is well knit and the members are friendly they may grow out of this stage readily and rather easily.

Sooner or later some of the members of the group discover themselves and each other and gradually achieve a sense of unity. We call this the maturity stage. Here members are ready to listen to each other and make allowance for differences. When a member makes a contribution to the group he surrenders his sense of ownership of the idea. It then becomes group property.

Now the members have arrived at the stage where they become objective and self-critical. They emphasize problem-solving rather than domination. This does not mean that the members compromise or surrender to the will of others but that they are able to see themselves as a part of the total group and in turn are ready to appreciate the contributions of others. In every group there are individuals who have greater maturity than others and are better able to stimulate group thinking and agreement in order to achieve group objectives.

Here are some of the characteristics of the mature group :

1. Skill and facility in drawing up programs and solving problems.

2. Skill in creating group environment such as :

   (a) Ability to set up an effective organization.

   (b) Ability to recruit the persons who can form a cohesive group.

   (c) Ability to develop group cohesion so that the group can override failures and hold on to long-range objectives.

3. Skill in solving problems. This involves :

   (a) Ability to assemble pertinent information.

   (b) Ability to weigh the facts and discover how they fit together.

   (c) Ability to make group decisions based on facts and their relationships.

   (d) Ability to detect and avoid false reasoning, loaded words, fears, prejudices, false information or rationalization.

   (e) Ability to examine and analyse group failures in order to make necessary corrections and move towards the goal.

4. Skills in training members to participate :

   (a) Ability to locate differences.

   (b) Ability to delegate responsibility.

   (c) Ability to achieve consensus.

   (d) Ability to measure progress made.

Ref. IV, 15.

MEETING WITH ZONAL OFFICERS OF NATIONAL COOPERATIVE UNION OF INDIA

by *Carl R. Hutchinson*

August 20, 1964

Kishori Mohan and Carl Hutchinson jointly explained the *what*, *why* and *how* of study circles, drawing on experiences in Ludhiana District. We stressed the difference between study-action group approach and conventional instruction, bringing out :

1. Study circles as problem-centered action groups ; as continuing groups.
2. Importance of beginning with the interests, needs and problems of cultivators.
3. Need to train leadership in the district tiers before launching the program with farmers.
4. Study-action groups as advisory rather than as legislative.
5. Importance of discussion and study as preparatory to action.
6. Need to begin with a project that is within the capacity of the group to achieve.
7. Role of instructors to keep open two-way communication between the groups and the organization.
8. How groups cooperate at various levels.
9. How discussion material is prepared and distributed.
10. Importance of getting group reports (minutes) to the proper persons (normally the instructor).

11. How to discover group leaders and/or group starters.

12. Helps obtainable from State and National Cooperative Unions.

We had good discussion on these matters.

We outlined plans to provide a correspondence course on study circles for instructors, state and zonal officers of cooperative unions.

We also announced a proposal to publish a magazine or bulletin for officials and leaders of study circles.

Response to these proposals was good.

Ref. IV, 16.

STUDENTS AT A.I.C.I.T.C. QUIZ MR. HUTCHINSON ON STUDY CIRCLES

Question: What practical benefits can we expect from Study Circles ?

Answer: Study Circles are operating in a number of countries. From my knowledge, no country that has adopted the study circle program has given it up. In every case, the people employing study circles are the most enthusiastic. The people who have tried it like it because it gets results. The cooperatives of Nova Scotia began with study circles. Their marketing associations, credit unions and housing cooperatives grew out of study circles. The Study Cirlces of Ohio, U.S.A. which have been operating now for nearly thirty years, have been the seed-bed of cooperative leadership and have made the cooperatives of Ohio a genuine people's movement. They spear-head group action not only in cooperatives but in legislative matters, community development and foreign aid.

Here in India both the government and cooperatives offer a wide range of help to cultivators but many cultivators do not know that this help is here. In fact they may not realize what kind of help they need. By getting together in study circles where you have the leaders of the village and progressive farmers in your group and where you have the assistance of the Village Level Worker, the A.E.O., the C.E.I., and others, you have all kinds of help. So when the farmers bring up their problems, your leadership will soon discover where to go to get the kind of help they need. Much more useful than a study guide or discussion sheet is a specialist who can come to you personally and share his information at the point of the cultivator's need. An informed man is much more forceful than printed informa-

tion when it comes to getting answers to problems. The extension worker can answer questions on specific problems whereas the study guide deals with more general problems. So think that these study circles will be the means of solving many community problems—many farmers' problems, and even more, they will help solve individual problems.

Question : Now you are coming to the point. You mean that the study circles are here to strengthen the weaker societies but when the societies are working and doing their work properly it is not necessary to start study circles.

Answer : I wouldn't say that: when a weak society gains at ength through study circles, it is going to hang onto that device which gave it more strength. In fact, the stronger a society becomes, the more enthusiastic and productive the study circles are in that society. In a strong society the study circles have much more to do because the society is undertaking many more things and needs the backing of more and better informed members.

Question : My Block Staff knows nothing about study circles. How can we help guide them ? Who will give them this training ?

Answer : You can organize a training program on study circles right in the block, get the support of the Assistant Registrar and Block Development Officer. You could bring in your CEO's, AEO's, VLW's, coop. village leaders and the CEI in or near this block for a one-day seminar on study circles. Your NCUI and State Cooperative Unions have already helped to conduct such courses and can give you suggested plans and other necessary help.

Question : The study circles program requires the help of officers at the district and block level. The District Cooperative Union must prepare discussion material and help us carry on this work. Who will get the necessary support of all these people for study circles ? Who will call them together and coordinate them ?

Answer: This program does require the support and coordination of every level of leadership in the district; both official and non-official. You certainly need a strong, active District Cooperative Union. Where possible, the district should also have the full-time services of a specialist on Study Circles. Once you start, you need to keep up the training of people at all levels. Among the most important people to train are the leaders of the small groups. We begin with the training of supervisors. District Unions are responsible for getting the support of the people for this program. State Unions should work with District Unions so they will become strong enough to carry on the program.

Question : How do Study Circles help to develop this kind of leadership ? If they join, will they come to meetings, and if they come to meetings will they do more than talk? Will they take problem-solving action?

Answer : This goes back to the question, do we know enough about people, and farmers in particular, to know how to motivate them to take group action in their own behalf? I think we do. I think if we study our problem and use our wits, we can motivate farmers to do this. After all, what are we trying to do? Are we trying to manipulate them? Are we trying to get them to vote for us? Are we trying to exploit them? I don't think so. We're trying to help them help themselves in their struggle to increase their agricultural production and build a better village and a better life. And if we can demonstrate good results through study circles, they're going to demand this program. They will discover and develop the leadership they can trust. No movement of this kind can be built without developing reliable, trustworthy leaders. They have to be honest people, socially minded, thinking in terms of the total good, not just themselves, and willing to help themselves by helping others. And these people are not always easy to find. This is the retarding factor: local leadership is the limiting factor.

Question : So we start study groups and they solve their problems. What will be the role of the Managing Committee? They will say that now we have organized other sub-committees for study circles, so why should we do it. Let them work. But according to the by-laws, the managing committee is to work for the society, and for the welfare of the society, and for increasing the production. But with this other sub-committee of study circles what will be the role of the managing committee ?

Answer : As I have said before, study circles are informal groups : they don't legislate. The managing committee has the legal authority ; the study circles are only advisory and supporting so there is no conflict. The managing committee need strong member support, to carry out the program. Since the study circles are called on to help decide what the program and plans shall be, they are better informed and motivated to take appropriate action. A society that has a strong study circle program invariably has a live cooperative. The managing committee is still the managing committee, no mattar how many study circles. Over the years these members accumulate a store house of knowledge and skills in solving their problems.

Question : In our villages we already have a good deal of politics. If we organize study circles will it tend to create further politics in our village ?

Answer : In our study circle program we try to avoid highly controversial subjects such as politics and religion because we con't do much about either one. People do not want to change their basic beliefs. These are issues which could split the group. Study circles do best where the members work together on practical every-day problems of farming and community development. We realize that politics plays a vital role in our democracy, and in village life, but we find it best, unless you have well-knit group, to avoid political arguments within the study circles. But under able leadership, study

circles may be able to resolve political quarrels. In one case, an Indian village was split up by several factions in an election campaign. The study circles took up the matter and decided to end the controversy by pushing their own slate of candidates. They were successful and now the villagers are united and working together to improve the village.

Question: Do study circles strengthen cooperatives?

Answer: Study circles give the members a chance to participate not only in the services but in the development of policy and program. While it is true that all members can come to the General Meeting and vote, this meeting usually comes only once a year, but cooperatives go on day after day. They need continuous support and participation of members. They need to know frequently what are the members' needs and how they can improve the services. They need to keep in close touch with members in order to meet their needs for credit, supplies and the marketing of their produce. Where members come to the cooperative for their loans and supplies, bring their produce to the marketing society and pay their loans on time we have the making of a strong cooperative. Study circles bring the members of the society closer together. Without the backing of the members the managing committee is helpless. In many of our cooperatives the members do not even know they are members. They do not realize that the cooperative is their instrument for self-help. The study circle will bring these matters to their attention every fortnight. We think this will strengthen the cooperative.

Question: I fail to see how study circles would help our village. We already have our village council where the villagers can come together to discuss their problems. If they split up into groups, will this not create further divisions. There are so many things which come in our way. The people know that Mr. X is our leader, but if the pepole get into other groups they will again have to select their leaders. Some will be able

to select their leader, some will not be able to get a good leader, then how will they be able to solve their problems and how will this study circle be able to help us increase agricultural production. when we are already coordinated with the government authorities supplying them according to their needs ?

Answer : The study circle program is not an attempt to displace any effective program that is already being carried on in the village. If you have a strong village program where the all members have a chance to talk, give their ideas and ask questions, this is fine. May be you don't need a study circle program in such a village. But if you have a village where the members are not much affected by the cooperative, who don't understand what the coop is there for, or who may even be opposed to the cooperative, either because they don't understand it, or have had some bad experience with it, then perphaps a study circle program would help support your leaders in their efforts to increase agricultural production and improve the life of the village. You see, study circles are not official or legislative groups. They do not take the place of the panchayat, managing committee, or any other duly elected body. They simply support programs that benefit the people. In the case I mentioned above, when the political leaders were splitting the village, the study circles helped to restore the unity of the people. Sometimes, politicians work for selfish ends, and the people need to be strong enough, when need arises, to take things into their own hands. The study circles do not control the coop. They are simply advisory to the managing committee. They don't tell the managing committee what to do. They tell the managing committee what the members in study circles think and leave it to the managing committee to do what it thinks is best, and take the responsibility for its decisions. So study circles operating in this manner would not divide the village people but could help them unite and work together.

*HOW TO ORGANIZE AND CONDUCT THE STUDY CIRCLE PROGRAM FROM THE NATIONAL CENTRE TO THE VILLAGE LEVEL

The National Cooperative Union has adopted the study circle technique as the basic pattern for member education in cooperatives. A program for the implementation of this scheme was initiated early in 1964 on an experimental pilot study basis first in the IADP district of Ludhiana and more recently in Raipur District.

Before study circles are initiated in the village societies the basis for their operation is laid at each operational level from the National Cooperative Union through the State Cooperative Unions, the District Cooperative Unions and block to the village society. Responsible officials and non-officials at these various levels are consulted and plans are developed on the basis of their counsel. To date eight study circles have been organized in Ludhiana District and the first steps toward the development of twenty-two groups have been taken in Raipur District. The following suggestions having to do with the recommended method of conducting study circles at the village level are based on this limited experience. The schedule of work indicates plans for extension of study circles to other districts and states.

General plans for implementing the program in any given district are worked out with district officials. The administration of these plans would be the special responsibility of the Deputy Registrar and the Package Program Officer of the district. Within the district one or two blocks are selected for the initial development. This selection is based to a consider-

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*Paper prepared by Carl R. Hutchinson for the Ministry for Community Development and Cooperation, Government of India, 1964.

able extent on the readiness of societies and of the Block Development Officers to undertake the project. The active support of state, district and block leaders is essential. In Ludhiana District development of study circles was slow in starting until positive support was secured from district officials, the Block Development Officer, the State Education Officer and an alert and capable Peripatetic Instructor in the district. In Raipur District the Block Development Officer took with him two of his Cooperative Extension Officers and the Secretary of the district cooperative union to call on the Managing Committee Members and other leaders in the selected villages. This procedure gave the Cooperative Extension Officers and other leaders some first-hand experience in introducing Study Circles to the leaders of the village and helped to prepare them to carry on.

Several approaches have been tested in the organization of Study Circles. It would seem that the "proper" approach would depend to a considerable extent on the local situation and available leadership of the village concerned. Out of our limited experience the following approaches and guidelines suggest themselves :

1. The selection of group leaders is a vital first step. Leaders for Study Circles are not necessarily official leaders or villagers with special authority. In fact, our experience suggests that the natural leaders who may not hold office but who are respected and looked up to for help and advice by their neighbours will more likely fulfil the requirements of a group leader. Such a person needs to be interested in the welfare of the community and have a genuine desire to help others.

2. The selection of members for each specific group is based on social compatibility among the members. The group leader should be able to recognize the existence of these Social ties in the selection of members for the Study Circle. The longevity of the group will depend

to a great extent on these established bonds of friendship.

3. The groups are motivated to maintain their activities over a continuing period in order to build up cumulative information and group experience.

4. Within a given society several groups are formed at the same time. This has certain distinct advantages : The joint activity of several groups heightens the interest of the members. The outside leadership can make better use of time invested by contacting several groups at one meeting. Several groups can work together within their society on mutual problems.

5 Orientation and training of leaders and supervisors are essential. This is done at each level : district, block and village. Special attention needs to be given to the training of leaders who have immediate charge of the Study Circle program in villages such as the Peripatetic Instructors, Cooperative Extension Officers, Agricultural Extension Officers and Village Level Workers. The training of the group leaders is a necessary and important function of outside leadership.

6. Provision for overall development of the Study Circle program at the district level is needed. This calls for a person with administrative ability for working with villagers and for setting up Study Circle groups. A carefully selected and trained Cooperative Education Instructor seems to be a logical candidate for this post. He would work closely with the district leadership on the one hand and with the Village Level Workers on the other.

7. Communication between Study Circles and the various tiers of organization is vital. This communication flows in both directions from the group to the

organization and from the organization to the group. This is carried on by whatever means are on hand, but these channels need to be clearly defined and accepted by leadership. Basic are the supplies of discussion materials fed in from various sources such as Cooperative Unions, the Agricultural Extension and the Package Program. Written communications of the groups appear in the form of minutes or reports of meetings which go to the local society and the block and district offices. From there these communications are directed to the organizations concerned and to those who are in a position to supply the particular information needed.

Procedure Followed in Typical Study Circle Meetings

Study Circles within the society meet at a time and place suitable to the members. As a rule the main topic to be discussed has previously been selected and materials delivered in advance to the Study Circle leaders. The leader should be a member of the society and should be able to read. The materials should be appropriate to the interests and needs of the members.

1. The Circles first meet together to listen to a brief preparatory talk by the resource leader, perhaps a Village Level Worker, Cooperative Extension Officer, Cooperative Education Instructor, Agricultural Extension Officer, representative of IADP or Block Development Officer. This talk is directed to the topic of the evening and is designed to awaken interest, supply some basic information and focus attention on the leading questions for discussion.

2. The Circles assemble in their respective groups to review the materials and discuss the problems at hand, At this meeting the group secretary takes notes of

the topics discussed, conclusions arrived at and any new problems which may arise in the groups.

3. The groups reassemble. The group leader or secretary of each group reports the findings of his unit. This is followed by general discussion on the problems, decisions and questions brought out in the small group meetings. The assembly chairman calls on the groups to express opinion as to what action needs to be taken as a result of the discussion or what further information is needed before they are ready for action.

4. An Action Committee representing the Managing Committee and each of the groups may be needed to plan the proposed action in greater detail. Proposals for action are submitted to the Cooperative Society or other body, depending on the nature of the proposal.

5. The date of the next meeting is announced and proposals for the program outlined. After the first few meetings the dates are usually established in a formal way, fortnightly or once a month on a given date or day of each month.

6. The program concludes with a short business meeting attended by the resource leader, the Managing Committee Members and other leaders to evaluate this meeting and make any special plans needed for the next meeting.

Ref. V, 1.

NCUI STUDY CIRCLE PROGRAM

The following consists of extracts from the Explanatory Note with minor revisions, designed to incorporate findings of recent field experience and study.*

The present program is an effort to make cooperative member education a continuous process. It aims at establishing a permanent forum for the self-education of the members and potential members of rural societies in the form of Study Circles. These features of the scheme are expected to impart to the program permanency and continuity of action which it lacked earlier.

In view of above considerations, the scheme envisages the establishment of Study Circles composed of members of cooperative societies and potential members. The Study Circles meet at least once a month at a place convenient to all the members. The time of the meeting should meet the convenience of all participants. There would be an atmosphere of informality so that members feel relaxed for free discussion. At these meetings the members review their needs and problems and discuss how they propose to strengthen their societies to serve their needs.

The members of a society in a village will form themselves into one or more study circles depending on the size of the membership. The membership of the study circle shall be open to others also who have identical interests. The number of members of a study circle will be limited so that all may have a chance to participate. A suitable number of participants in a study circle might be between five and fifteen.

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*"Exlanatory Note on Revised Member Education Programme", published by the National Cooperative Union of India, 72 Jor Bagh, New Delhi-3, 1963.

The Seceretary/Manager and the prospective leader of the village who received training at the Secretary's training class would help to form and conduct study circles. They would convene the meetings of the study circles and guide the discussions at the meetings. The VLW will also be associated with the conducting of the Study Circles. He will supplement the information given in the dicussion sheets or explain such points as require explanation. The Managing Committee members shall also take an active part in Study Circle meetings both as members and as leaders.

The State and District Cooperative Unions are responsible for the preparation and supply every month, of the discussion sheet. Each discussion sheet contains the main problems of the agriculturists of the particular area where it is intended to be used. The problems listed in the discussion sheet will vary from month to month, according to the farmer's needs and schedule of work. Under each problem listed, information necessary for finding a satisfactory solution to it through their cooperative societies or other allied agencies will also be given. On the basis of the information provided the members discuss their problems and communicate their needs and decisions to their cooperative after every meeting so that the society can take appropriate action.

Each Study Circle will elect its own Chairman for a period. In making decisions at the Study Circle meetings the group will strive to reach unanimous agreement. A report of the decisions taken at each meeting of the Study Circle will be forwarded by the Secretary or the designated person to the local society. The Society will forward a copy of the decisions to the Block Committee, the District Cooperative Union or the State Cooperative Union. The decisions on which action is to be taken will be sent to the concerned business federations e.g., Central Bank, the Marketing Society, etc. for necessary action. The Society will also inform the organization at the higher level about the needs expressed by the members and the obligations

accepted by them. The results of the action taken by the higher tier organizations and the local society will be reported by a responsible leader to the following meeting of the Study Circle with such observations as might be made by the higher tier organizations or the society.

The Cooperative Education Instructor will have some spare time on his hands in the place where he holds the Managing Committee Members' classes and the Secretary's classes. He shall utilize some of his spare time to form study circles in those places in association with the Manager or the Secretary or the prospective leader selected from the area. While starting the study circles, he should explain the full scope of the meetings and the possible advantages that would accrue to the participants. He should also guide one or two meetings in each place.

Since the VLW is expected to keep himself in close touch with cooperators and the working of cooperative institutions in his area he should give active assistance to this program. In fact, his association with the organization of the Managing Committee members' classes and the Study Circles will facilitate his own work in relation to keeping himself in touch with the working of the cooperatives.

Agency for Implementation*

A Committee comprising two or three representatives of the Cooperative Societies in the block and two to three members of the Cooperative Sub-Committee of the Block Panchayat Samiti and the BDO, appointed by the District Cooperative Union will be responsible for chalking out the programme of education of members and potential members in each block.

In areas where there are no District Cooperative Unions, immediate efforts should be made by the State Cooperative Unions to form District Cooperative Unions.

However, until the District Cooperative Unions come into being, an ad-hoc committee comprising the representatives of

*"Explanatory Note"—pp.11-12

the District Central Cooperative Bank, representatives of the Marketing Societies, the principal of the Junior Cooperative Training Center and two representatives of the Zila Parishad shall be appointed by the State Cooperative Union to guide and supervise the implementation of the Member-Education Programme in the district and discharge all functions of the District Cooperative Union in regard to implementation of Member-Education Programme. The District Cooperative Central Bank of the area shall be requested to provide necessary secretariat assistance and office accommodation for the Committee to meet frequently and to discharge its functions until the District Cooperative Union is formally set up.

The District Cooperative Unions, wherever they exist, shall prepare discussion sheets for use by the Study Circles and make the copies available to all societies in the district. In States where there are no District Cooperative Unions, State Cooperative Union shall be responsible for the preparation of discussion sheets and their supply to the societies in different districts.

The discussion sheets shall be prepared in regional languages. A model discussion sheet is appended. A list of subjects for inclusion in the discussion sheets to be issued in different months shall be prepared by the State Cooperative Unions in respect of each area. It serves only as a guide for identification of problems of societies and of members peculiar to different regions and different months.

When the District Cooperative Union recieves the reports of the Study Circle meetings, it should closely examine the report, find out the action to be taken on the needs and problems expressed by the members and persuade the department or the institution concerned to take necessary action. If it appears that the decisions of the study circles are based on incomplete or misleading information the DCU is responsible for supplying

the needed information and other assistance to sound group thinking and action.

Syllabus for Managing Committee Members Classes

The syllabus for Managing Committee Members Classes includes :

Study circle as a medium for educating members—and prospective leaders. Study circle—what it is—how it is to be Organised and conducted—size—frequency of meetings—topics to be discussed—information to be provided—how the discussion is to be guided—how members of Managing Committee could guide and hold the study circle meetings—how they should give effect to the decisions and views expressed by the study circles in regard to the services made available by the society—how it should get assistance to meet members' needs from higher organizations or from the Cooperative or other departments.

Syllabus for Secretaries/Managers' Classes Includes

Study Circle—what it is—purpose of study circles—how to organize—size—frequency of meetings—how to conduct—how to guide discussion—how to help members to arrive at proper decisions—how to give effect to the decisions—need to keep the higher level cooperative and concerned departments informed of the decisions for getting timely assistance—need to inform members of the action taken on their decisions.

Education of Members and Prospective Members

> "The education of ordinary and prospective members is to be arranged by the Extension Officer (Cooperation) as well as office-bearers of Cooperative societies. The village level worker of the circle in which such a camp is held should actively associate himself with this programme of education of ordinary members and prospective members and render all necessary assistance in this behalf."

(Letter under date of 29th Nov. 1963, from Deputy Secretary to GOI, to all Development Commissioners of all State Governments and Union Territories)

The education of members and prospective members will take the form of study circles in the area of operation of each village society. The study circles will meet periodically at convenient intervals and discuss problems in relation to activities of the cooperative and those relating to improving agricultural production. The State Cooperative Union will prepare and issue discussion sheets to assist in the conduct of the study circles.

Agency for Implementation

National Level: The National Cooperative Union will continue to serve as the overall coordinating and supervisory agency for the programme. The Executive Committee of the Union may appoint a special committee to advise and guide the implementation of the programme.

The Union will continue to participate in the recruitment of instructors for implementing the programme and will be responsible for their training in the methods and techniques of instruction, as also for organizing refresher courses for them once in two years. The implementation of the programme in the States would be supervised by five zonal educational officers appointed by the National Cooperative Union of India, stationed in each of the five administrative zones of the country. The literature produced will be revised with a view to incorporating in it the philosophy of community development. Production of visual aids and such other literature as is necessary will be continued.

The National Union will assist the State Unions in the preparation of discussion sheets for use by the study circles and in the production of training aids in regional languages. The State Unions would be assisted to acquire one 16 m.m. cine-projector with necessary equipment and the District unions to

acquire film strip-cum-slide projector which could be operated with petromax lamps from out of the grants made available by the Government of India and the respective State Governments.

State Level : The State Cooperative Union in each State will be responsible for day-to-day supervision of the implementation of the programmes in the State. The functions of the State Cooperative Unions are :

(a) to supervise the education programe.

(b) to arrange for orientation of instructors at one of the training centres every year in the policies, programmes and problems of the movement in the State;

(c) to procure and supply to instructors literature issued in the State, including important circulars issued by Cooperative and Development Departments of the State;

(d) to prepare discussion sheets for use by study circles;

(e) to translate the literature produced by the National Union into regional language and publish the same for distribution among the trainees; and

(f) to assist the district cooperative unions in the performance of their functions.

The State Union should appoint an Education officer of the rank of a senior Class I Officer of the State Government to be in charge of the programme of member education and 2-3 Assistant or Divisional Cooperative Education Officers of the rank of Class II officers in the State Government to be posted at divisional headquarters. The salaries and travelling expenses of these officers and peons attached to the instructors will be met from out of grants provided by the Government of India and respective State Governments.

The State Cooperative Union should ensure that the necessary subordinate staff is provided for implementation of the programme.

District Level: The responsibility for the implementation of the programme in the district will vest in the District Cooperative Unions. The functions of the district cooperative union will include :

(a) preparation in advance of the programme of work of the instructors and make the arrangements necessary for carrying it out ;

(b) appointment of Block Committee for conducting member education through study circles in the villages; and

(c) supervision and review of the arrangements made for member education and the work of the instructors.

In order that the district union may function effectively, a junior officer of the rank of Cooperative Inspector in the State should be placed in charge of the day-to-day implementation of the programme in the district. The pay of the officer will be met from out of grants made available by the State Government.

The district union will appoint an education committee comprising the representative of the district central cooperative bank, representative of marketing societies, the principal of the Junior Cooperative training centre and two representatives of the zila parishad.

Block Level: At the block level, a committee comprising 2-3 representatives of Cooperative Societies in the block, 2-3 members of the block cooperative committee and the B.D.O. will be appointed. The Cooperative Extension Officer of the block will act as its convenor. The committee will be responsible for chalking out the programme of education of members and the potential members in the block and submission of reports on the work done to the district cooperative unions.

Reports

Monthly reports of work done in the block should be forwarded to the district cooperative union by the cooperative

extension officer of each block. The district cooperative union will consolidate the reports of the block committees. The education committee of the district union will review the work of member education and also the work of the educational instructors and send the report to the State Cooperative Union every month. The State Union will consolidate the reports of member education received from the district cooperative unions and forward the same to the National Cooperative Union once every month with their comments.

The National Cooperative Union will review the reports received from the State Unions and prepare quarterly reports for submission to the Government of India.

Ref. V, 2.

DISCUSSION SHEET

*Its Purpose and Preparation**

The members of the Cooperative Societies are lay farmers. In a majority of cases farmers join the societies in order to get loans on comparatively easy terms, to meet their production and consumption expenses. To most of them the Society is just a provider of credit. Their participation in their societies is, by and large, limited to receiving loans and repayment thereof.

The success of cooperatives is in direct proportion to the participation of their members. The participation of members must of necessity extend beyond the passive role of casual customers in as much as they are owners of their societies. Further, the societies are designed to satisfy a variety of their needs.

The concept of the role of the primary society has undergone a change over a period of time. In pursuance of this changed concept, the primary agricultural society is being transformed into a service orgranization. Its object is not merely to cater to the production requirements of the agriculturists but also to supply the domestic necessities and to assist the farmers in marketing their produce at a fair price.

If the society is to become an important factor in the economic life of its members, two conditions must exist. First, the management of the society must become responsive to the needs of the members. Secondly, the members must be strongly

*Quoted from "Explanatory Note on Revised Member Education Programme" pages 33-35. (New Delhi, National Cooperative Union of India, 72 Jorbagh, 1963)

motivated towards their society. In order to do this they must be made to feel that the cooperatives satisfy their existing needs. They must be made to identify their needs with the services rendered by the societies. Further, they must also be made to discover and accept the fact that their own attitudes are the same as those of their cooperative societies.

It is entirely possible that cooperatives do not sufficiently know their members and their attitudes, that cooperatives are not adapting their operations as much as they might to their members' wishes.

Several conditions must exist if farmers are to be motivated to join and support their cooperatives :—

1. The cooperative must satisfy an existing need of its members or potential members. This may mean the improvement of the services and the addition or substitution of products handled. It may mean changes in procedures and attitudes as far as the co-operative itself is concerned. This means that the cooperative must do a better job of meeting the real needs of the members.

2. There must be a full and complete interchange or flow of information between the members and the cooperative, so that both will know of the attitudes of each other. The understanding and loyalty which grows out of this interchange provides the sound basis for making the cooperative strong. This will help the members increase their production and income.

3. There is need for joint activity between the cooperative and its members so that the resulting benefits and satisfactions to members can be maximized.

The office-bearers and ordinary members of the cooperative need to give careful thought to working together to increase the benefits of the cooperative to its members.

The purpose of the discussion sheet is to encourage members to express their views and needs so that these can be incorporated in the policy, plans and program of the society. This in turn will motivate the members to support their society. It brings out problems faced by the members in satisfying their existing needs and points out the services that could be rendered by their society in catering to those needs. In order that the members may get an opportunity to have full and active discussion, all needed information should be given on the topics listed in the discussion sheet.

The object of conveying the results of the discussion of the Study Circle meetings to the society is to help the management to appreciate the necessity for it and its federal bodies to respond to the needs of primary members.

The model discussion sheet which follows is designed to help group leaders improve their monthly meetings of the Study Circles. They will need to adapt this sheet to local conditions and needs

The model sheet is based on the problems and needs of farmers in the month of May, in a wheat growing region. However, this sheet is for use in meetings held in March. The idea is that after receiving the reports of the discussions of meetings held in March, the society and the federal bodies will have the benefit of the thinking of study circle members in time to take necessary steps to satisfy the needs of members in the month of May.

Pointers on Writing Discussion Sheet

Write with your readers in mind.

1. Make your writing understandable.

(a) Use local language, or if possible local dialect.

(b) Use familiar words and illustrations.

(c) Avoid technical language.

(d) Make reading esay.

Use short simple words.

Make short sentences.

Use active voice and first or second person where possible.

(e) Use pictures, charts, illustrations.

2. Make your writing acceptable.

(a) Respect local customs, values, traditions.

(b) Respect and involve accepted leaders.

(c) Couch new ideas in accepted terms. Relate them to traditional beliefs and customs.

(d) Deal with subjects and problems that vitally concern the readers.

3. Make your writing actionable

(a) Give readers the facts they need to cope with the problem.

(b) Lead readers from facts to solution or solutions to action.

(c) Heighten motivation for action.
Hold out benefits to be gained.
Show how group can achieve goals.
Inspire confidence that the members can do it.

(d) Guide Study Circle group to administrative people who control channels of action.

(e) Direct the Study Circle group to seek necessary help and counsel from administrative people who understand and operate district and local action programs, such as :
District Collector
District Development Officer

Block Development Officer
Central Cooperative Bank
Wholesale Consumers'
Cooperative Store
District Cooperative Union
Cooperative Extension Officer
Cooperative Education Instructor
Village Level Worker.

Ref. V, 3,

MODEL DISCUSSION SHEET*

(For use in wheat growing region in meetings held in March)

I. Threshing

The wheat crop will be ready for harvest towards the end of April. In May the farmers need to harvest the crop.

Harvesting presents quite a few problems. After cutting the crop, the farmers thresh it with bullocks to separate the chaff from the grain. Sometimes they do not have bullocks or they may not be in a position to borrow or hire locally as every farmer needs bullocks for harvesting his own crop. When they do not get bullocks, they will have to stack the stalks on the fields and keep guard against pilferage or fire until they secure the bullocks. Sometimes there may be unseasonal rain also. All this involves risk.

When they get bullocks to thresh, they may not have the wind to undertake winnowing. This necessitates their waiting for a strong wind, may be for a day or more. This again involves delay, causing more labour and more expenditure.

To get over some of these problems it might be better if the society secures the required number of bullocks on hire from available areas and make them available to members at a small fee. Such an arrangement will facilitate the orderly harvesting of the members' produce and relieve them of the uncertain factors of getting the bullocks and other assistance individually.

It is said that a mechnical thresher is available. This thresher has features as would facilitate quick threshing. There is also a mechanical winnower which will blow the wind with enough force to separate the grain. Moreover, the N.E.S. has

*Quoted from "Explanatory Note" (New Delhi, NCUI, 72 Jorbagh, 1963)

a scheme to subsidie the cost to the society of the mechnical thresher up to 25%. It is possible that threshing by a machine will be cheaper inasmuch as the cost of maintenance of the machine is relatively small. May be the society could purchase a mechanical thresher and a winnower and arrange for threshing the produce of the members by turns for a small fee.

In either case, some funds will be required by the society. The members may contribute the funds required either by way of share capital or by deposit so that the society might arrange this service to its members.

Will it be economical to use the services of the society for threshing and winnowing operations ? Is threshing by machine advantageous ?

If we decide to ask the society to arrange for this service, are we prepared to commit to provide the funds and to avail the services ?

II. Marketing

Marketing is the final of the series of agricultural operations. It is also a vital operation. For, it is the success or failure of marketing to obtain a reasonable price that will determine the success or failure of the preceding operations of the farmer.

Every farmer desires to get a fair price for his produce. He hopes to realize a fair price for his produce in order to acquire his daily necessities and to improve his ability to produce more.

Many of the farmers are obliged to part with their produce in the villages itself. They depend upon the agents of traders for their information on the prevailing prices. In the hope of getting a better price, should they take their produce to the neighbouring Mandi instead of selling in the village ? This is a question which confronts every farmer

but what will be the real advantage ? Will it offset the costs involved in carting the produce ? Is there any guarantee that the prices about which he had heard will hold until his produce reaches the market ? Is he sure that the grade of his produce is high enough to fetch the price ? All these and a number of similar questions cannot easily be answered. Many a farmer has had the experience of carting his produce to the Mandi without getting the price he hoped.

Now what should be the proper way to realize a fair price ?

According to present arrangements the primary society has an obligation to act as an agent of the nearby marketing society and assist the members in obtaining a fair price for their produce. The marketing society arranges to cart members' produce to the primary society. It gets correct information about the prices obtaining. The members could decide whether or when they want their produce to be sold.

Should the members decide to take advantage of the services offered by the primary society the transport charges payable by each member will be very small since the carting of individual lots will be done after pooling the produce to be sent to the Mandi. Possibly, in some areas there is facility for grading also which enables the individual to get the price prevailing of the particular grade of his produce. There is also the assurance of correct weight and insurance against unauthorized deductions often practised by the private traders.

Marketing the produce through the society has certain other advantages as well. The marketing society has a specialized staff and is in touch with the consuming centres. It will always try to get the best price for the produce. Moreover, it will be sold only when the member wants it to be sold. The marketing society could hold the produce until a favourable market turns up. Until then the member could get a loan against his produce to meet his pressing needs.

When eventually the produce is sold, the dues of the members of the village society will be deducted and the balance will be paid.

Another distinct advantage is that when the marketing society realizes a surplus, the members stand to get a dividend in proportion to the value of the produce tendered by them for sale.

In view of these advantages, maybe the farmers stand to benefit by marketing through the marketing society. If they decide to do so, they should give advance information to the marketing society about the volume of the produce they propose to sell so that the society may make necessary arrangements in advance.

Should we market our produce through the traders ?

What advantages do we find in marketing our grain through our cooperative ?

How should our cooperative improve its service ?

III. Repayment of Loan

The society gives production loans to all its members. In order to improve production they need the loans in the required amounts and also on time. Any paucity of funds or delay in securing funds will result in failure to undertake the agricultural operations at the right time. This, in turn, results in low productivity.

Since the society has to secure the funds for loans from the Central Cooperative Bank, it has to repay to the Central Bank on time to secure loans for the next year. This necessitates prompt repayment to the society by the individual members as well. The members have to repay the loans before June.

Since the members realize the value of their produce either in May or early in June, they have to make it a point to repay before due time. This would enable the society to repay its loan to the Central Bank and again borrow in the required

amount for making fresh loans to the members for the following season.

If even a single member of the society fails to repay the loan in time the society will not be able to repay fully its borrowings and, in turn, borrow all the requirements of its members. Thus, all the members will suffer. Moreover, the good name of the society will be affected. Secondly, if a member does not repay willingly or uses the funds borrowed by him for other purposes than production, the society will be forced to compel such members to pay up. All this detracts from the good name of the community as it delays the securing of necessary finance. This in turn lowers the production capacity of the members. Prompt repayment by the society earns it a good name for all the members. Also the maximum credit limit of the society could be increased. This will in turn facilitate the society making loans in the required amounts to all its members which also will enable them to improve their production.

Why should we repay our loans on time ?
What steps should be taken to ensure that every member repays his loans promptly ?

IV. Purchase of Domestic Necessities

The prices of our domestic necessities like kerosene oil and sugar are rising. We are not getting these in sufficient quantity and the quality is also not good. We have to depend on our shopkeepers for our supplies.

Recently the Government has announced a scheme for the supply of demestic necessities. Our society can obtain our domestic requirements like sugar, gur, salt, kerosene oil, matches, tea, vanaspati and cloth from the marketing society.

From the marketing society our society can also get the goods on credit free of interest for the first fifteen days. There-

after interest will be charged on the value of articles so supplied. The second consignment of our requirements will not be supplied to our society until it has paid for the first consignment. We may have to be more ready to buy for cash.

In case the society fails to pay the marketing society in time it will be obliged to buy on a cash basis.

If our society starts supplying our domestic necessities, non-agricultural residents of our village can also join the society. Thus the non-farmers, by joining our society, will help to increase our membership. This in turn will make the society strong and help us to obtain quality goods at reasonable prices and round the year.

Why should we get our daily necessities from the society when we can buy from shopkeepers ?

Should our cooperative cater to non-farmers ?

Is it desirable to purchase our daily necessities on cash from out of savings ?

Should we use a part of our production loans for making these purchases ?

Should we buy on credit from traders ?

V. How to make the Society more useful to its Members

We started the society to enable us to borrow funds for our seasonal agricultural operation. With the money we borrow, we purchase fertilizers, seeds, insecticides, agricultural implements and employ labour.

If the membership of the society is increased and every farming household in the village becomes a member, the society can make bulk purchase of all supplies. This enables us to have the supplies of proved quality at cheaper rates and when we need them.

Quotas of fertilizers, cement, steel, etc. can be obtained by the society on behalf of the entire membership more easily than by individual effort. This also helps them to carry out their production plans.

To improve production the members need certain agricultural implements which they cannot afford to buy individually or use fully. Our society can purchase these implements and hire them out to its members.

The society can undertake this service only when members provide more share capital to the society. Increased range of services will enhance the utility of the society. It will help reduce costs of production. It will ensure use of modern implements by each member; it will ensure timely supplies of quality at lesser cost. All these help improve production and the real incomes of the members.

Do the advantages of enlarging the services of the society outweigh disadvantages ?

If we decide in favour of this expansion are we willing to invest more money in the society to make it possible ?

Ref. V, 4.

STUDY CIRCLES—EVALUATION AND PROPOSALS

By *the Ad Hoc Committee of the National Cooperative Union of India*

In the "Explanatory Note on the Revised Member ducation Programme", pages 7-13, the NCUI has presented and explained the new scheme for the education of members and prospective members through "Study Circles". The Committee is in general agreement that for the most part the proposals and guidelines for Study Circles set forth in these pages are educationally sound.

It still remains to be found by operational test in the field whether sufficient provision has been made to effectively administer and supervise the program, especially at the district, block and village levels.

In particular, the Committee would endorse the following provisions stated or implied in the Explanatory Note :

1. If Cooperative Societies are to fulfil their basic function of helping members to improve production, they must develop effective means of keeping members informed of available services.

2. The particular form of member education should appeal to the material welfare and social interest of the members. The program needs to be inherently attractive and satisfying to members.

3. The process of member education should be continuous. The members need to meet at least once a month, to discuss their needs and problems, and propose measures to strengthen their societies to better serve their needs. Each

individual group would be encouraged to function as long as interest in problem-solving can be sustained.

4. The "Study Circle" is the most practical and promising answer yet proposed to meet these educational requirements and objectives.

5. The Study Circle should be limited in size; normally, not over fifteen members to a group. Membership would be open to prospective members as well as to members of the society. The conduct and atmosphere of the meetings should encourage participation. Members should feel relaxed and "at home".

6. The members select their own officers and participate in the selection of problems or topics for discussion based on their felt needs.

7. The groups would prepare minutes of their meetings, and send copies to the cooperative society and the sponsoring organization for their information and appropriate action.

8. Within the district the Cooperative Education Instructors would be responsible for training cooperative office-bearers, Managing Committees and other village leaders in the techniques of organizing groups and conducting group meetings.

9. The services of the Village Level Worker should be enlisted in developing and maintaining the Study Circle program. Rather than being an extra burden this contact with the villagers and with the operations of the local society should facilitate his own work.

10. The District Cooperative Union has overall responsibility for the Study Circle program, including the development of groups, the preparation and distribution of materials in the regional language and the maintenance of communications to and from the groups. Where there is not District Union the State Union would discharge these functions.

11. The District Cooperative Union would appoint a Block Level Committee to plan the program of education of members and potential members in each block. The Committee recommends Study Circles as an effective technique in democratic group thinking and action. Study Circles have demonstrated their effectiveness in the education of members and potential members of Cooperative Societies. They are equally effective as an instrument of education and action in women's guilds, youth clubs, school groups and other voluntary associations. They have also been productive of good results in the training of cooperative employees and office-bearers.

The use of Study Groups as a teaching technique is receiving increasing emphasis in various educational programs such as co-operative training camps, forums, seminars and training centres.

Wider Application of Study Circles

Thus far we have considered the role of study circles as a technique in member education of cooperatives. However, study circles have proved equally effective in other democratic movements such as development programs, youth clubs, women's guilds, and argricultural extension. Study circles have been used effectively in the organization and operation of correspondence courses. Plans, discussion materials, technical information, training courses and field experience are being developed and used to facilitate the implementation of study circles as an essential function in making more effective the various people-oriented programs and movements.

SUMMARY

1. To achieve maximum effectiveness study circles need strong and consistent support of sponsoring organization or agency; in this case the National Cooperative Union of India, and the State and District Cooperative Unions.

2. Maintenance of two-way communication is essestial, extending in an unbroken flow from the study circles through

the intermediate tiers to the top level of the organization whereby the organization provides a continuing supply of discussion materials to the groups which in turn send to the organization the minutes of their meeting. Face to face communication is maintained through the various tiers of the organization's personnel and through a federal structure of study circles.

3. Adequate training of personnel at each level—Nation, Zone, State, Section, District, Block, Town and Village—is vital.

4. Cooperation and coordination is constantly maintained among the various official and non-official agencies serving the area to the end that the facilities and services of all these agencies may be readily available to Study Circles as the groups indicate the need. Study circles are essentially educational, developmental problem-solving groups. Where people get together to discuss their mutual concerns they sooner or later discover that they need the technical services of various official and non-official agencies. Thus, study circles learn to call on these agencies at the point of need and so develop an understanding and use of Government and cooperatives as tools to help them solve their various problems, especially in agricultural production and distribution.

The above proposals for study circles are based on limited experience in selected districts and urban areas and are, therefore, presented as tentative. Further experimentation is needed as a guide to a more extensive application of the study circle program to the whole of India.

RECOMMENDATIONS

1. We propose that the study circle program essentially as set forth in the Revised Scheme but subject to changes based on new findings, be implemented throughout India beginning with selected districts. Rate of adoption would be governed by progress of research, development of leadership and administrative resources.

The full-time services of a qualified person at the district level are required to carry out the day-to-day program of the District Cooperative Union. A Cooperative Education Instructor or a Cooperative Extension Officer who has been selected and trained for study circle work might qualify. This person would be responsible for training of local leaders, orientation of the Development Personnel, the preparation and/or adaptation of discussion materials to meet local conditions and needs. He would supervise and direct the organization of new groups, give guidance to district, block and village leaders in maintaining the proper functioning of existing groups and be responsible for maintenance of a two-way system of communication between the groups and the sponsoring organization.

2. In urban situations the study circle may be organized on pilot basis in one of the major towns of each state where a cooperative wholesale store is functioning well. The services of at least one full-time qualified teacher at the wholesale store or State Cooperative Union assisted by the necessary staff are required for each of these towns. The teacher would be responsible for the preparation of study material and visual aids for the study circles. He will also train the study circle leaders and other personnel connected with study circle program.

3. A special effort should be made to enlist younger cultivators into study circles. The plan of establishing Junior Cooperative Boards as under-studies of the regular Cooperative Board is recommended. Training for positions on the Managing Committee can also be provided by encouraging study circles to study and discuss the agenda and work of the Managing Committee.

4. It is further recommended that a continuing program of operational research be instituted to explore critical areas for study circle development as a guide to administration and implementation of this program as a control over rate of expansion and as a check on results in terms of member education objectives.

By Ad Hoc Committee—Dr. S. K. Saxena
Dharam Vir
Kishori Mohan
Carl R. Hutchinson

Ref. V, 5.

COMMUNICATION

The lines of communication between the members in study circles and their organization must be kept open and operative at all levels if farmers are to be reached, informed and motivated to increase their production of food. An unbroken communication line originating outside the village that actually reaches the cultivator and ends in successful cultivator action is all too rare. The closer the communication comes to the village and the cultivator, the more likely we are to run into a "bad connection". In other words, the farther the message travels from the centre and the more "exchange" it has to go through, the weaker the message becomes. The greatest "sound barrier" of all is at the village wall. To penetrate this wall with a message that is understandable, acceptable and actionable is the perennial task of officials and non-officials alike.

A major responsibility of the farmers' organization and Government agency is to keep these channels open. This calls for team work among communicators. For example: Take an actual communication which originated at the Head Office of the NCUI. This message was in the form of a discussion guide on the harvesting of wheat, directed to a study circle in a Punjabi village, which had requested this information. The material went first to the State Cooperative Union Office in Jullundur where it had to be translated into Punjabi to make it understandable. The Cooperative Education Officer then had it printed and mailed to the Cooperative Education Instructor of the District. The CEI delivered the discussion guides to the BDO who sent them to the VLW who gave them to the Secretary of the local society who handed them to the study circle leader who distributed copies to the members of

the group. Fortunately in this case the material reached the cultivators a few days before the meeting. Most of the cultivators succeeded in finding some one to read the material to them and at the meeting a fruitful discussion resulted in constructive action. Failure at any link in this chain of communication would have resulted in a breakdown of the whole operation.

The importance of keeping communications moving on schedule and without break is apparent. The necessity of competent, trained personnel to keep the lines of communication open and in good working order is likewise clear.

In view of the numerous development programs, the agriculture, health, education, cooperatives, all designed to reach and help the villagers, it is urgent that these agencies integrate their various systems of information into a simplified, effective network for economic and social development. A complex and overlapping system is confusing to the farmer, frustrating to administrators, costly to the taxpayer, and self-defeating in the effort to help the farmers produce more food and improve their condition.

The effective use of India's mass media to improve the life of the villagers and increase food production depends on the channeling of vital information to the villagers in a way that they will accept. This calls for the use of communication channels that are familiar to the villager. Study circles, adapted to village customs and traditions, can be an acceptable link between the mass media (publications, radio, etc.) and the villagers. In these groups cultivators feel at home, relaxed and free to talk.

In the training of village level workers, block development officers and district extension workers, we need to include instruction in the theory and techniques of working with groups through a sponsoring organization. Such an organization may be compared to a telephone system which maintains the equipment

and keeps communications flowing in all directions. The training enables officials and non-officials to reach cultivators with the information they need and want to successfully cope with the many problems of living.

Member education through study circles can be reinforced by radio where programs are designed for this purpose and sets are available to villagers. Radio Farm Forums have developed a workable pattern. But to date less than 2% of India's 600,000 villages are served by Radio Forums. It would seem that this use of the radio to reach the villagers in small groups deserves far greater use.

But radio is only one of the channels of information to study circles. Because of the limitation of programs, unavailability of sets and disrepair of existing sets, study circles by and large must depend on the simpler techniques of supplying the groups with printed matter and direct contacts by leaders. The use of this simpler means of communication has obvious advantages.

1. It employs channels which already exist : the printed page and personal contacts by development personnel.
2. It gives the groups freedom to choose their own time of meeting instead of having to get together at the time of the broadcast.
3. It is much more flexible and can be adapted more easily to local problems and needs.
4. It does not depend on receiving sets which are often out of order.
5. It can be implemented and operated at less expense.
6. It gives villagers the freedom to tackle their own particular problems rather than depend on radio programs which may not appeal to them or meet their needs.

An alert and progressive sponsoring organization will strengthen study circles by every effective means at its command: printed matter, radio, visual aides, and personalized information from extension personnel, village leaders, and members within the group.

Communication is the essence of cooperation. The efficient and successful cooperative organization keeps the channels of two-way communication open to the members at all times.

Ref V, 6.

TWO-WAY COMMUNICATION WITH VILLAGERS

The villagers have their own traditional word-of-mouth communication system. In the village, ideas travel fast. No expensive gadgets are required. You see their system working wherever villagers gather,—at fairs, bazaars, festivals, tea shops, at drinking wells, wash places, bus stops, at temples, mosques, weddings and funerals, threshing floors, weaving looms and harvest fields. Through scores of channels, like these, news spreads swiftly through the village. But in spite of a considerable outlay of communication media and extension personnel, to quote one Indian student, "the villagers and farmers never receive the information and incentive they need to carry out the new methods to improve their lives".

This breakdown in communication may be due to the failure of organizations and development agencies to connect their mass media massages understandably, acceptably and actionably to the village communication channels which are largely by word-of-mouth. The mass media alone unaided by word-of-mouth fail to generate action. To get villagers to adopt a new practice takes personal prsuasion, preferably by example, of a local leader whom the villagers respect and trust. Such a leader should be literate, moderately progressive and trustworthy. He communicates new ideas and methods to the villagers in a way that is understandable, acceptable and actionable. He is the vital human link that connects messages from the mass media to the personalized village network. He translates the messages from the mass media to the language of the villagers, in ways they will accept.

The study circle is an ideal instrument for communicating new ideas to villagers through progressive leaders. By enlisting village opinion-makers in these groups they are in

a position to appeal to the mind and motivations of the villagers with new ideas in a form that is palatable.

Successful methods of discovering, enlisting and training progressive villagers as group leaders, have already been developed.

The study circle meets these specific requirements :

1. It transmits improved practices to villagers through groups they are at home in and through persons they accept and trust.

2. The study circle takes into account local conditions and problems which villagers recognize.

3. The study circle links mass media to the villager's communication system.

4. Through progressive leaders the messages arise from sources close to the villager and get motivation for adoption through personal persuasion and example.

5. The study circle reaches the villager in his traditional language and in a way that respects his basic beliefs and customs. It deals with problems he recognizes as his own: problems he wants to get solved.

To "plug into" the village network we need to know and work through persons the villagers trust. A village leader may have a high position in village life or he may be a somewhat average person to whom a number of villagers turn for advice and help. In any case, he is a person the villagers trust. We can often locate such persons by the simple device of asking one villager after another to whom he would go for help or advice. Such a survey would point up certain individuals whose advice and help are most sought. These may not be the best educated villagers nor those of highest social standing. They will probably be progressive farmers who have no particular social or political ambition but who are

dependable and interested in their neighbours. We would usually turn to such persons in our search of group leaders for study circles.

One reason villagers accept small groups is that they fit in with village customs and practices. Villagers traditionally gather in small groups. Where progressive villagers take the lead their groups can accomplish much and sustain activity over a considerable period of time.

One of our important tasks is to recruit and trian leaders for study circles. We need also to enlist the active support of various community development agencies. Through the District, State and National Cooperative Unions, these groups are serviced and their work integrated so that they can solve problems at the various levels from the village through the Block, District and State.

In order to consolidate their strength, study circles often work through a coordinating committee of the cooperative society in which each group is represented. As groups develop within a given block, each society selects a representative to the Block Committee and similarly Block Committees send representatives to the District Committee. Such a structure facilitates problem-solving action at the higher levels, depending on the nature and scope of the problem. Through this representative system the various classes, castes, religious and political groupings can work togther without friction because they come to the Committee meetings not representing their different traditional groups but representing groups that are working at common problems and sharing mutual goals.

However, in organizing study circles in the village, we observe individual preferences and differences. Not all people can work together, so we select a natural leader to help choose those members for his group who work together and accept each other.

The managing committee of a village society should know what the members think and want. So we seek the active participation of the managing committee members in study circle groups. This not only helps to gain the support of the managing committee for the study circle program but it also keeps the members of the managing committee in close touch with the views and wishes of the study circle members. Once the members show interest in their study circles and produce favorable results through group action, the leadership at higher levels will more likely appreciate and support the program.

In study circle work we make sure that our communications work two ways. Right from the start we seek to draw out the group, to see how they feel about their problems and which ones they want to do something about. This enables the village, block and district leadership to provide the kind of material and information the groups need and will really use.

As the study circle program picks up momentum, you will increase the types of communication to get more information to the groups—study circle guides, pamphlets, handbills, newspapers, visual aids and the personal help of technical advisors. In Japan, farm cooperatives have their own telephone exchanges to keep members informed. Every farmer has a loudspeaker connected to his telephone which he turns on at certain hours of the day, as one would a radio, to get the latest news and information on crops, weather and improved farm practices. Such an arrangement enables the more alert farmers at study circle meetings to pass on information and views to those who are more bound to tradition. A dynamic form of education such as we are proposing through study circles should make cultivators more receptive to new ideas and more ready to adopt better methods of farming. In study circles the individual improves his understanding by talking things over with his neighbors and finds it easier to do something about his problems when he is a member of an action group.

Dr. Theodore W. Schultz, of the University of Chicago, has found in his studies that the most important factor in increasing production is the human factor. Only 5% of the increase in national production in the U.S.A. is due to increase in natural resources, such as soil and minerals. 20% of the increase in national production comes from increase in capital goods. *But 75% of national increase in production is credited to education and training of the people.* In developing countries where increased production is so urgently needed and where finances and materials are limited, it is necessary to get maximum production from limited investment. The development of human resources through education and training is economical, urgent and productive.

The Cooperative Education Instructors and Extension personnel are dealing specifically with this human factor in production. Education and training are needed to prepare people for problemsolving action. This should reach out to a rapidly increasing number of people if we are to meet the demands of the situation. The need is to increase the exchange of useful ideas and information among the people. The study circle is the basic social unit in creating this exchange. Through his small group the iudividual bccomes an active person in strengthening the social and economic life at each level—village, block, district, state and national.

Ref. V, 7.

HOW A TWO-WAY COMMUNICATION SYSTEM WORKS

The major problem and weakness of most organizations aiming at problem solving through people is at the rice-roots : the individual members.

The vital unit for getting participation of members is the small, face-to-face group. Involvement of members in vital group action through these local units is key to organizational strength.

Certain basic guides and principles can be identified from wide experience in working through small groups :

1. These groups need to be sponsored by a democratic organization that recognizes the basic necessity of small groups and gears its operations and administration to such recognition.

2. The sponsoring organization will respect the ideas, opinions, wishes and needs of the members and administer the programs in such a way that members will be aware of this.

3. The Organization will provide and strengthen the most effective channels of communication possible for getting members to express their views, needs, etc. through their small groups.

4. The Organization will train its entire staff and personnel from top to bottom in techiques for getting vigorous and vital participation of members in the small groups.

5. The Organization will set up and maintain the necessary facilities and personnel to draw together

from the small groups their contributions, assemble these, analyze and summarize them and distribute the findings to the proper administrative offices and personnel so that these can gear their services to members opinions, wishes and needs in order to help them solve their problems.

6. The basic disposition of the sponsoring organization is to favour a policy which strengthens the small groups and to seriously question a policy or practice which weakens them.

A Case in point—Ohio Farm Bureau

The above analysis of principles and methods in getting members to take an active part in tackling their problems through small group action can best be pictured by citing a concrete case. Thirty years ago the Farm Bureau Cooperative Association of Ohio (USA) had built Cooperatives without taking time to develop cooperators. Members did not feel responsible. They did not think of the cooperative as "our" cooperative. To them it was just another business, and sometimes a questionable one at that.

Their spirit of indifference resulted in Coop Boards whose members failed to do their duty. They sometimes failed to attend meetings or investigate the records of the cooperative. In hiring a manager they were known to shop around for the cheapest man they could find without giving primary consideration for his ability. It was not uncommon practice among Board members to buy supplies of the Coop's competitors or hire relatives of Board Members as personnel. It was often difficult to get the more able members to serve on the Board.

Membership meetings were poorly attended, and needless to say, the cooperatives were in no position to render a first class service. The coop store was often in bad condition, merchandise was poorly displayed and unattractive, losses were

common, service was indifferent and as often as not the cooperative was losing members and money.

Faced with this state of affairs, the Executive Head of the Farm Bureau Coop Association, Mr. Murray D. Lincoln, decided that the members must be awakened to their responsibility as owners and directors of the enterprise, that they must be educated for cooperative action.

Looking around for a method of educating farmers to take responsibility, the Executive Head learned of such a program going on in Nova Scotia, and visited there to make first-hand observations.

Wherever he went in Nova Scotia he asked what was the secret of their cooperative success and repeatedly received the answer, "Study Clubs".

These study clubs were small groups of impoverished fishermen, miners and farmers who met in each other's homes every week or so, to discuss their common problems and needs. They soon learned what a cooperative is, how it works and how they could use the cooperative technique of working together to help them deal with their own problems.

When they were ready for it, the study clubs would get together and organize a Credit Union to start saving money to set up a cooperative of their own. By this time the study groups understood the importance of electing their best members to the Board and of hiring a manager who knew his business.

The Executive Head of the Farm Bureau, Mr. Lincoln, found that this coop education program through small groups had the support of the Canadian Government and was being conducted by the Extension Department of St. Francis Xavier University, a private institution.

Filled with enthusiasm for the small group technique in building cooperators, Mr. Lincoln returned to Ohio and

proceeded at once to instruct his staff and field personnel to try the plan out in Ohio.

The first study clubs, or 'Advisory Councils' as they are called in Ohio, were organized on an experimental basis, in 1936. The Farm Bureau and Cooperative members who tried out the plan liked it from the start. They found great personal satisfaction in meeting in their own homes with friendly neighbors, and always found topics of mutual interest to talk about.

The Main Office of the Farm Bureau in Columbus, Ohio, sends out discussion material each month to the leaders which opens up timely topics for farmers and useful information for discussion. In return, the secretary of each group prepares a report of each meeting indicating problems or topics discussed, decisions agreed on, action taken, requests for help, recomendations to the organization, etc., A Carbon copy of this report is mailed to the central office where the minutes are collected, studied, summarized and results distributed to officials of the organization and others concerned.

These meetings are family affairs in which the wives attend with their husbands and often bring the children also. The topics deal with matters of interest to the women as well as the men.

Each group elects its own officers from within the group: A Chairman, Vice Chairman, Discussion Leader and Secretary.

The Secretary keeps a record of the main happening at the meeting : topics discussed, conclusions, unsolved problems and request for help. The secretary sends a copy of the 'Minutes' of each meeting as soon as possible to the Central Office in Columbus. In this way the Central Organization keeps in close touch with the needs, desires, opinions and recommendations of the members out on the farms.

The Central office uses various means of supplying the small groups with helps, suggestions and leadership :

1. Each month, the discussion leader receives an envelope by mail, containing discussion guides on the topic for the next months's meeting.

2. The 'Farm Bureau News' reaches each family every month with a special feature article dealing with the discussion topic for the *next* month. This article is written by an authority on the subject. The 'News' also carries a feature page each month on what the small groups over the State of Ohio are saying and doing, for these are action groups as well as study and discussion groups.

3. The Farm Bureau also has a special radio program each week which reports from the minutes of the small groups what their members are talking about and what they think ought to be done about it; also what they propose to do or are doing about solving some of their problems through their small groups.

4. The Farm Bureau maintains a News Service to some five hundred daily newspapers over the state. These news releases often carry reports of what the small groups are talking about, what they think and what they are doing about their problems. These news items are often picked up by local newspapers so farmers, generally, learn the views of other small groups over the state.

5. The Farm Bureau promotes training meetings for leaders of small groups where chairmen, discussion leaders, secretaries and Committee Chairmen within the local Co-operative or Farm Bureau can come together for an evening or a day to exchange views and experiences and receive help from the Central Office.

The Farm Bureau employs Field Supervisors who visit the local coops and F. B.'s regularly to counsel with their Boards

of Directors, and small group leaders on various projects and problems. Each County organization employs an Educational Director who is partially financed by the Central Office. Meeting with and working through these local Education Directors, the Field Supervisors are able to keep the program unified and coordinated for the whole state.

The Educational Directors are eyes and ears for the Field Supervisors who meet every month with the Central Staff and help those at the Center to get fresh reports direct from the field as to how the program is going; where the trouble spots are and how the program needs to be readjusted.

Many County Farm Bureau Boards appoint a County Advisory Council Committee whose members are especially interested in the Council program, and represent the various sections of the County. The members of this committee are all members of Councils. They receive no pay for their services. The Committee meets monthly to review the work of the past month and chalk out plans for the coming month.

The Advisory Council Committee does much of the work that would normally fall to the Organization Director who supervises their work. Their purpose is to strengthen and expand the Advisory Council program in the County. The duties of this Committee are :

1. To aid in strengthening existing Councils and in getting them to participate actively in the County Farm Bureau Program by :
   (a) reading Advisory Council Minutes and keeping an attandance record for each Council,
   (b) visiting existing Councils,
   (c) planning and conducting Council Officer Meetings, and
   (b) helping Councils to sponsor county-wide get-togethers.

2. To help organize new Advisory Councils.

Where the Advisory Council Committee has good supervision and leadership it greatly increases the vitality of the whole Council program in the county. Through this Committee the County Farm Bureau Board has its personal representatives who meet face-to-face with Council groups all over the county to show a friendly interest and give them practical help.

These various means used by the Farm Bureau to help the small groups, when put together, really amount to a well-coordinated system of communication reaching from top to bottom and back again. It is a two-way traffic in ideas and plans for group action in solving cultivators' problems.

It is a major responsibility of the Central Organization to keep the 'Lines of Communication' open and in good working order.

One of the main tasks of every democratic organization, especially as it grows larger and more complex, is to get members actively involved, not only in carrying out the program, but in contributing their best thinking in developing the program. This type of group effort in which the members take an active and responsible part in building their own organization and carrying out the program they themselves have voted for, is a most effective way of building *people.*

If we do a good job of building the members, they will build the Coops and the Farmers' Associations. Member Education is the sound basis for strong and effective group action at every level,—village, district, state and national. The strength of our Cooperatives and Farmers' Organizations can only rise to the level of educated and responsible members.

The sponsoring organization is responsible for providing the stucture and program for the vital two-way communication between members and their organization. This kind of educational experience helps to build a mature, capable and self-reliant people.

Ref. V, 8.

EFFECTIVE COMMUNICATION

What counts is not what we tell people but what they accept. Communicators are persons who differ so we cannot reduce communication to rules of conduct. But here are some—

Basic Principles of Communication

1. Seek to clarify your ideas before communicating.
   Good planning.
   Consider goals and attitudes of receivers.

2. Examine the *true* purpose of each communication.
   What do I really want to accomplish ?
   Reduce to few objectives.
   Sharpen, focus.

3. Consider the total physical and human setting whenever you communicate.
   Consider : timing, social climate, custom, total setting.

4. *Consult with others* when appropriate, *in planning communication.*
   Lends insight and objectivity.
   Gets their support.

5. *Be mindful of the overtones* as well as massages.
   Tone of voice, expression, receptiveness.
   Choice of language, shades of meaning and emotion in words.

6. *Convey something of help or value* to receiver.

7. *Follow up your communication.*
   Every important communication needs a "feedback".

Encourage reactions. Ask questions.
Get full understanding for appropriate action.

8. *Communicate for tomorrow as well as today.*
Consistent with long-range interests and goals.

9. *Be sure your actions support* your communications.
What you do is more persuasive than what you say.
Good performance is more important than oratory.

10. *Be a good listener.*
Seek to understand as well as be understood.
Listen not only to word but to unspoken reactions and attitudes.

SOME HELPS TO GOOD LISTENING

To get the message from another, we must learn to listen. The problem is not to get leaders to talk, it is to get them to listen. Here are some helps to good listening :

1. Attend to physical conditions of meeting place.
2. Prepare mentally and emotionally for listening.
3. Give thought to the subject of the meeting.
4. At meeting, listen for main points and evidence.

   Identify bias and propaganda.

   Use this material with, not against, the other person.

   Beware of interruptions and contradictions.

   Use timely questions.

   Concentrating on the speaker is more important than taking notes.

5. Exercise in empathy.

   Before speaking up for yourself, restate the ideas and feelings of the previous speaker.

   This gives previous speaker a chance to correct distortions.

   It puts yourself in the other's shoes.

   It opens your ears.

   It prepares you for a change in view.

   The other person too makes changes.

   Heat goes out—light comes in.

   We discover : "That was a good meeting."

Listening is an *active* process. Do not sit back and listen; sit up.

Ref. V, 9.

NEW CONCEPT OF LEADERSHIP

Old ideas of leadership are changing. Below is a contrast between the old and the new concepts of leadership. This analysis is based on writings by Mary Parker Follett, one of the pioneers in the field of dynamic management and administration.

Old Idea	New Idea
1. Influence flows from leader to followers.	1. Influence flows both ways between leaders and led : "Circular response."
2. The leader does something to the group.	2. The group also does something to the leader.
3. The leader is the person in the group who is able to assert his individual will and get others to follow him.	3. The leader is the person in the group who knows how to relate and coordinate the different wills of members so that they will have a driving force.
4. The leader exercises a personal power over the group.	4. The leader creates a group power through effective relations.
5. The leader works on individuals to increase individual performance.	5. The leader works with individuals in groups, creates a team, and gets results through teamwork.
6. The leader impresses the followers with his importance because he is getting the work done. He takes responsibility to himself.	6. The leader makes the followers feel their responsibility. He delegates responsibility with power to act.

7. The leader exercises control through arbitrary authority.	7. The leader exercises control through functional unity in which authority may shift from leader to any member of the group who has competence in the particular situation.
8. The leader settles differences by deciding who is right.	8. The leader teaches workers how to integrate their differences without their running to him to decide who is right.
9. Leaders act as a check on each other.	9. Leaders exercise multiple leadership in order to get a combined wisdom and judgement.
10. The leader makes quick decisions.	10. The leader thinks out his decisions with deliberation.
11. The leader holds sway through his aggressive personality.	11. The leader gets power through his constructive ability : through his abitity to solve problems.
12. The leader manipulates men and exercises power over them, bypassing their experience.	12. The leader organizes the experiences of the group, and applies the full power of the group to the job. He transforms experience into power to achieve.
13. The leader, in dealing with problem, consults his own experience, beliefs,	13. The leader also consults technicians, scientists, specialists, associates and

and even prejudices.	workers to get all the facts before making a decision.
14. The leader asks men to serve him.	14. The leader ask men to serve the common end.
15. The leader exercises the authority vested in him. He takes the position that as leader he is right.	15. The leader invokes the authority of the situation. He is primarily concerned not with *who* is right but *what* is right.
16. The leader arouses attitudes of obedience.	16. The leader arouses attitudes of cooperation.
17. The leader orders without giving reasons why.	17. The leader motivates workers by helping them to see the reasons or necessity of the orders.
18. The leader takes direct action to meet the next situation.	18. The leader does more than meet the next situation. He plans ahead and creates it.
19. The leader gets men to work for him.	19. The leader gets men to work with him.
20. The leader is the person with compelling personality.	20. The leader is a person who is able to integrate the abilities of all and use them for a common purpose.
21. The leader commands the energies of others.	21. The leader releases and unites energies to carry out a purpose and to create new and greater purposes.

22. The leader exercises his personal powers. He is a star performer.	22. The leader coordinates and directs the powers of the group. He is an organization man who concentrates on the team's performance.
23. The leader exploits his personality. He depends on his personal influence as authority.	23. The leader learns his job. He bases his authority on his knowledge and the facts.
24. The leader orders his men.	24. The leader trains his men and organizes his work: he serves his men.
25. The leader gets obedience in the form of subservience. The worker does the minimum required.	25. The leader gets obedience to the demands of the situation. Obedience gives the worker a sense of self-direction because he obeys by his own volition.
26. Leadership restricts freedom.	26. Leadership increases freedom as it heightens individuality.
27. The leader makes the demand.	27. The force of circumstances makes the demand.
28. The leader controls the situation because he has the whiphand.	28. The leader controls the situation because he has the largest knowledge of that situation; he can grasp and organize its essential elements; he sees its total significance; he can see it through.

29. The leader builds and exercises his power over others.	29. The leader builds the powers of others, trains subordinates how to control a situation themselves, and develop their own ideas, how to handle their problems themselves, how to make their own decisions.
30. Power adheres in the leader.	30. Power aeheres in the combined capacities of a group.
31. The leader forces his ideas on his executives.	31. The leader gets his executives to do the best kind of teamwork. He combines the best each has to offer with the best which he himself can give.
32. The leader gets agreement by imposing his decisions on the group.	32. The leader gets agreement by sharing his experiences with the group and by getting members of the group to share their experiences with each other. This kind of agreement is voluntary and lasting.
33. The leader gets others to acknowledge his power.	33. The leader brings his followers to actually feel power themselves.
34. The leader exerts leadership; the followers exert followership.	34. The leader creates a partnership in a common cause. He too exerts followership. He strengthens his real leadership by the support of his followers.

35. The leader uses words to get obedience.

36. The leader uses the abilities of the workers to get a job done.

35. The leader leads by the force of example. He does what he urges others to do.

36. The leader awakens and draws forth new powers and latent possibilities the worker did not realize he had, and uses these cooperatively and constructively for a given goal.

Ref. VI, 1.

NEED FOR TRAINED WORKERS

The task of getting cultivators to adopt new practices often involves more than skill of the agricultural technicians. It may include that of the social scientist as well, because these development programs often challenge and attempt to change people's cultural patterns, work habits and attitudes to each other. Failures to change people's beliefs and behaviour so they will adopt new practices are abundantly evident in reports from the field.

According to one authority, the trained workers feel fairly competent in the various fields of technical assistance and most sure of themselves in the field of agricultural improvements. They say they feel less confidence in setting up and working with local groups and in training and using local leaders.

CAPITAL FORMATION BY EDUCATION

Quoted from an article by Prof. Theodore W. Schultz. "U. S. Endeavours to Assist Low-Income Countries Improve Economic Capabilities of their People." Journal of Farm Economics, Proceedings Issue, Vol. XIII, Dec. 1961, N. 5, pages 1068-77. *Used by permission of the publishers (R.P.)

"*Where new farm land is scarce, the chief source of additional income is to be found in people.*" .... "*The principal source of income is from labour .... In the United States natural resources contribute approximately 5%, reproducible capital goods 20%, and labour 75% of the national income.* But what is only vaguely understood is the fact that the *capabilities of labour are a produced means of production*" .... "The principal activities that produce human capital are education, on-the-job training, and health services." "Between 1929 and 1957, the real income of the U.S.A. rose from $150 billion to $302 billion, an increase of $152 billion. Additional education in the labour force contributed according to this estimate, almost $32 billion, representing 21% of the total rise in national income."

"Even this low estimate implies that education has been contributing as much to economic growth as has the increase in the stock of conventional capital goods"...... "Low income countries, would of course, like to acquire additional income streams as cheaply as possible" .... "*There is indeed strong reason for believing that most low income countries are under-investing in human capital.*" "India, notwithstanding her many efforts to increase food production, is not doing well, whereas Japan with two to three times as dense a population and relatively much less land for farming is expanding her food output rapidly...... Similar situations are to be seen in Latin America and through-

out Europe, including Israel. Those countries that have the best records have not won them because they have the best land, or mainly because they have increased rapidly the reproducible capital in agriculture, but largely because they have acquired the skills and knowledge required, and a confidence in their ability to develop a modren agriculture......A capable people are the key to the abundance of modren economy. They are a major source of economic growth."

Ref. VI, 3.

A CODE OF ETHICS FOR GROUP LEADERS

1. As group leaders we help groups to help themselves. We avoid making the group too dependent on us.

2. We have a genuine feeling and firm belief that people can solve most of their own problems by working together as a group.

3. As group leaders we participate with the group as a team rather than dominate the group as an outsider.

4. In our groups we keep the needs of community in mind. We seek to understand the needs and wants of villagers and the problems they face as they try to satisfy these needs.

5. We are committed to the scientific method of problem solving. We tackle a problem by first gathering all the essential facts and then apply these facts to the problem.

6. Since we are interested in solving problems we move from discussion to action. We not only think together but we also act together and share responsibility for the results. We seek to understand the cooperative process of problem solving and help to make it work.

7. We recognize that member education is essential to develop a sound cooperative. We know that our democracy cannot be handed down to us but has to be worked out by the people themselves. It can only be understood by being experienced. We understand that cooperative education recognizes individual differences and gives every person a right to speak for him-

self, that association in our group contributes to our growth as persons and at the same time helps us to build a strong cooperative and strong democratic society—a society where the members are basically free, largely through their own efforts.

Ref. VI, 4.

PROGRAMME OF NATIONAL COOPERATIVE UNION SEMINAR ON STUDY CIRCLES FOR COOPERATIVE EDUCATION OFFICERS

New Delhi

19th February, 1965

First Period —"Orientation in Study Circles", by Mr. Carl Hutchinson

Broad concepts and theoretical base of Study Circles: Group Dynamics: Role of Study Circles in Cooperarive Society.

Second Period—"Basic Principles and Techniques of Organizing and Conduct of Study Circles", by Mr. Carl Hutchinson

Principles and techniques of organizing study circles and of conducting a study circles program. Successful experiences of India and other countries in which study circles are being used as a method of educating members of cooperatives for group action.

Third Period —Work groups on production of discussion materials.

Trainees under supervision prepared model discussion guides on selected topics and presented these at the plenary session for evaluation.

20th February, 1965

First Period —Supervision and servicing of study circles with particular reference to the role of Instructors and Cooperative Education Officers, by Mr. Dharam Vir

What is the Cooperative Instructor's role in organizing and servicing study circles in the district? What are the specific duties and responsibilities of the Cooperative

Education Officer in supervising the Study Circles program in his State ?

Second Period—Work groups on the above.

In their work groups trainees discussed and prepared answers to the above questions.

Third Period —Panel discussion on coordination of study circle program with other programs,
by Dr. S.K. Saxena

How can the numerous and often over-lapping programs of the various development agencies and cooperatives of the village be coordinated and brought into focus so the villager can act on them ? The point was stressed that development agencies should work through study circles where villagers discuss their problems and felt needs. When the discussion reaches the stage where they need the help of a particular agency, that agency can then come into the picture and give the help which cultivators feel the need of and are ready to accept.

Fourth Period—Group Disucssion
Plenary session

After considerable discussion, the Seminar recommended that study circles should be made an important part of the Member Education Programme and that each instructor should organize at last two study circles in a year in the areas in which he worked and coniinue to develop them by attending their periodical meetings throughout the period. In regard to the servicing of the study circles it was agreed that the discussion sheets should be prepared based on the operations of cooperative societies in different regions by the respective State or District Cooperative Unions as the case might be. The Instructors should help in taking necessary follow-up action in respect of the study circles adopted by them. Societies should be ins-

tructed and trained in regard to taking necessary follow-up action on the discussions at the periodical meetings of the study circles. The Seminar considered it desirable to adopt the radio rural forum, wherever it existed, as the nucleus of the study circle.

Ref. VI, 5.

SYLLABUS FOR THE ORIENTATION COURSE ON STUDY CIRCLES FOR COOPERATIVE EDUCATION INSTRUCTORS

by The National Cooperative Union of India
at the All India Cooperative Instructors Training Centre,
New Delhi

This is a 16-day course on Study Circles with six one-hour periods per day. In the year 1965 four of these courses were given to a total of 128 Instructors from the various States of India. The Instructors are responsible for the development and svpervision of study circles in their respective district.

Trainees received a total of 98 one-hour periods of instruction and training distributed as follows :

1.	Initial discussion. The Revised Scheme. Study Circle Experiences of Instructors. Answering of 3 Basic Questions.	... 6 periods
2.	Study Circles Subject Matter (generally as per syllabus) Guest Lecturers	... 46 periods
3.	Group Discussions on Study Circle Subject Matter	... 24 periods
4.	Practice in the actual conduct of Study Circle meetings in small groups	.. 12 periods
5.	Practice in the preparation of Discussion Sheets and Minutes	... 10 periods
		98 periods

SYLLABUS

1. Introduction

1. Revised Member Education Program : Salient Features.

2. Study Circles under the Revised Member Education Programme.

3. Implementation of the Member Education Programme and Experiments in Study Circles in India.

   (a) Delhi experiment in Study Circles. Use of Case Study of Courses for urban consumer cooperatives.

   (b) Pilot Projects in Study Circles conducted in Ludhiana (Punjab)—Reports of Boundli.

   (c) Pilot Projects Study Circles conducted in village of Hasda, Abhanpur Block, Raipur District, Madhya Pradesh.

   (d) Development in other States. Maharashtra, Mysore, Gujarat, etc.

4. *Study Circles in advanced countries* :

   (a) Sweden
   (b) U.S.A.
   (c) Canada (Film, Rising Tide)

5. *Study Circles in developing countries* :

   (a) Ceylon
   (b) Pakistan
   (c) Vietnam

II. Study Circles

1. *Definition. What it is. Primary Group* :

   (a) How does a Study Circle differ from a Discussion Group ?
   (b) What is a Study Action Group ?

2. *What is the Purpose of a Study Circle ?*

To give people a tool for solving their own problems. To give the organization (Cooperative Society) the benefit of the thinking, recommendations and group action of its members in small groups, and to help raise the standards of living of the members and of the village.

3. *Practice of a Study Circle: How does it work ?*

4. *Role of the organizer : Selection of Area.*

   (a) State Level construction with official and non-official agencies.

   (b) Contacting the (i) district level and (ii) block level officials in charge of Cooperative and Development Departments.

   (c) Selection of the block in the district in consultation with the official and non-official agencies.

   (d) Orientation of the Cooperative Extension Officer of the Block in Study Circle activity.

   (e) Selection of the villages for starting the program in the block.

   (f) Orientation of the VLW's of the villages in the Study Circle activity.

5. *Formation of a Study Action Group. Who can Organize ?*

Any Cooperative Society Member or members who have been properly instructed.

Persons desirous of initiating a Study Action Group should contact the following :

   (a) Secretary of the Village Cooperative.

   (b) Some trained Local Village Leaders.

   (c) B.D.O., C.E.O., or the Instructor.

Select members on the basis of their congeniality and mutual interest.

6. *Preparation of Prospective Group Leaders*

(a) Take village leaders (progressive farmers) on a tour to visit Stage II (progressive) villages.

(b) Arrange informal meeting where prospective group leaders discuss study circles with successful group leaders of active study circles from another village.

(c) Arrange for prospective leaders to attend an active study circle in another village.

7. *Meetings*

In the first meeting :

(a) Have volunteer Group Leaders elect members for their groups.

(b) The members may take a few minutes to meet each other.

(c) An informed person, CEI, BDO, CEO, VLW, may explain the functioning and objectives of the Study Action Group.

(d) Elect a group secretary. The group discusses some of its common problems and selects one of these for discussion at the next meeting.

(e) Decide action to be taken on the decisions arrived at in the meeting.

In the Second Meeting :

(a) Report or consider action taken on the decisions of the last meeting and Progress Reports.

(b) Install Volunteer Group Leader, or elect a permanent group leader.

(c) Before adjourning, plan time and place of the next meeting.

(b) Decide action to be taken by whom and when.

8. *Study Circles-Size and Frequency of Meeting—*

(a) Optimum size for Rural Study Circles (8 to 10 members).

(b) Who may join a Study Circle ?

(c) Frequency : As per decision of the groups but preferably every 15 days or once each month.

(d) Frequency is to be decided in accordance with urgency of the problem and convenience of the group.

9. *Discussion Sheets* (Content Material)

(a) Groups usually decide what topics they will discuss. The group leader locates information to be used by the members of the groups. At the first meeting, discussion topics for the future are chosen.

(b) Agencies to prepare the material on these discussion topics.

The National, State and District Cooperative Unions, in keeping with the problems identified by the groups.

The Block Level Committee on Cooperation.

10. *Other Resources for the Discussion*

Information regarding the topic to be collected by the Instructor from the following sources :—

(a) The Village Cooperative Society as supplied by the office-bearers and group leader.

(b) The Village panchayat as supplied by the Secretary of the Panchayat and the VLW.

(c) The Block officials e. g. the BDO, AEO, and CEO. Also information collected from the information center and published material by various developmental agencies.

(d) The District Level Cooperative Organizations e. g. Central Coop. Bank, the Marketing Society (Block level) and District Level etc.

(e) The Assistant Registrars, Cooperative Society Office.

(f) The District Cooperative Union and its Publications, if any.

(g) District Agricultural Information Officer; etc.

11. Preparation of Discussion Sheets

After getting the information and problem of the Study Circles, the State Cooperative Union and the Cooperative Education Officer is to prepare the discussion sheets on a topic. The language of the discussion material should be simple and understandable by the members of the groups. The discussion sheet should deal with real problems, which the villagers are facing. The matter presented in the discussion sheet should be acceptable to the group members. It should be actionable as well. The discussion sheet should take up the main aspects of the problems.

12. Three Types of Discussion Sheets

1. Calendar of Agricultural and Cooperative Operations.
2. Resource Persons.
3. Local Problems and Needs.

Three Characteristics of Discussion Sheets

1. Understandability
2. Acceptability
3. Actionability

13. *Distribution System of the Discussion Sheets*

The discussion sheets should be sent down to the Cooperative Instructor at least eight to ten days before the actual date of the group meeting. The Instructor is to see that the discussion sheet reaches the hands of each member accordingly.

III. *How to conduct a Study Circle*

(*a*) *Preparation*

Arrange group in a circle so that each can see the other persons all seated on the same level.

Start on time and close at prearranged time.

Keep the blackboard handy.

Help members know each other.

Discussion Leader introduces the topic for discussion and explains. Every one in the group is to be given a chance to take part. The introductory remarks should awaken interest and encourage participation by the members in the group.

(*b*) *How a group tackles a problem*

Define the objective.

What is the problem ?

What are the facts ? How do the facts fit together ?

What are the possible solutions ?

What solution seems most promising or acceptable ?

What should be the group's plan of action ?

Allocation of responsibility of Action. (Who does what and when ? Lay down what is to be accomplished and what is the action taken to be reported back. To whom ?)

(c) *Essentials of the good discussion*

Select a problem or topic of vital interest to the members.

Get the facts.

Encourage group thinking.

Give every one in the group a chance to participate.

The leader summarizes the discussion.

Do not force a group decision. If the group is not in agreement, get more facts, discuss more fully.

IV. *Role of the Study Circle Leader (Chairman), Secretary and Discussion Leader*

1. *Role of Study Circle Leader* (Chairman).

He sees that the group opens and closes meetings on time.

He sees that the meeting is planned and properly conducted.

He ensures that the Secretary is available in time or arranges for a substitute.

He decides the seating arrangement preferably in a circle on one level.

He encourages informality and discourages long speeches.

He uses democratic procedures of conducting meetings.

He may lead the discussion himself or assign it to another member of the group, well in advance.

The Chairman is responsible for helping the discussion leader. If he finds the discussion leader ineffective, he

takes steps to give him trainining. In an extreme case he may have to help the group to find a more effective leader.

2. *Secretary's Role*

Presents the proceedings of the last meeting.

Keeps a detailed and faithful record of the group's proceedings.

(a) In his report (minutes) he mentions the topics discussed and the decisions arrived at.

(b) If no decisions are taken he makes a note of main points brought out.

(c) He checks up on actions taken or agreed to be taken by the group.

(d) He includes questions, recommendations or criticisms intended for the society, block, State or District Cooperative Union or allied agencies.

(e) He gives all specific information requested on the minute sheet.

(f) He makes sure that the carbon copy of the minutes is clear and legible.

(g) He forwards a copy of the minutes to the Block Sub-Committee or the District Cooperative Union.

3. *Role of the Discussion Leader*

(a) Introduces the topic or problem to the members indicating the broad areas to be touched.

(b) Encourages the members to prepare themselves in advance by reading the discussion sheet.

(c) Conducts the discussion systematically.

(d) Ensures participation from each member.

(e) Focuses discussion on the main points.

(f) Gives every one a chance to present his views.

(g) Keeps the discussion on the track.

(h) Motivates people to speak out but does not press individuals to speak if they do not want to.

(i) Checks the speech-maker and monopolizer tactfully.

(j) Brings the discussion to a definite close.

(k) Sums up discussion after a point is discussed. Keeps the discussion within the time limits.

(l) Discharges his duties as a leader. He is required to have the following abilities :

1. Have at least a working knowledge of the subject.

   Study the discussion sheet thoroughly.

2. Be able to speak and explain contents of the Discussion Sheet.

3. Be able to clarify the issue involved in the discussion.

4. Be able to summarize the discussion.

5. Be able to maintain interest at a high level among the members.

6. Be able to inspire members to do further thinking and study.

NOTE : In case the Study Circle Leader (Chairman) is not articulate or not able to conduct the activities of the group discussion, the group may elect an assistant Study Circle leader, or Chairman

may appoint an active member as a discussion leader.

4. *How Managing Committee Members and the Secretary (Paid or Honorary) of the Cooperative Society Operate*

(a) How Managing Commitee members strengthen the Study Circle Program.

Help organize new study circles.

Sponsor new study circle activities.

Help groups make sound and practical decisions.

Carry out appropriate action based on sound decisions of study circles.

(b) How the Managing Committee Members can give effect to the views expressed by the Study Circle.

Give prompt consideration to the decisions taken in the groups.

Follow up these decisions with appropriate action.

See that members are getting the services they need from the cooperative.

Take steps to provide more services as needed, if feasible.

(c) The way the managing committee can get assistance to meet members' needs from higher organizations.

Examine the decisions.

Communicate to the higher tier organizations at different levels in writing the expressed needs of the groups.

5. Role of Instructor.

6. How to Instruct—Demonstration of 4-Step Method. (Ref. VII, 11)

7. Teaching Techniques—How and When to Use. (See Ref. VII, 1 to 10)

Instructors made generous use of sub-groups as study circles, throughout the course, both as a means of facilitating the learning process and to give trainees experience in this technique.

Ref. VI, 6.

STATE LEVEL TRAINING PROGRAM ON STUDY CIRCLES

Poona, Maharashtra State

April 21-24, 1965

General plans for this four-day Study Circle Seminar at State level were developed by correspondence between State and National officials of the Cooperative Union. These plans were based on experience gained at the National Cooperative Union Seminar for Cooperative Education Officers held two months earlier.

A feature of the program which worked out quite successfully was the use of the trainees who were Principals of the Cooperative Training Centres, to take notes of the proceedings. These trainees were organized into two Committees in order to distribute the load of work. At the end of each day the two groups submitted their minutes to the Director of the Seminar who had them mimeographed for distribution on the following morning. Thus, at the close of the conference each trainee had a carefully prepared report of the proceedings. The reports also gave the staff a feed-back so that people on the program could check up on how much of their instruction was getting across to trainees.

Conference leaders made generous use of sub-groups for more intensive discussions. The findings of the small groups were reported back to the plenary body and freely discussed. This first-hand experience in small group discussions helped trainees to undersand and evaluate study circles as an educational experience and technique.

The classroom arrangement of chairs was changed to an open square so trainees could face each other. This facilitated discussion.

At the opening of the first session each trainee stood up, introduced himself and reported briefly on the nature of his work with special reference to any experience he may have had with study circles.

At the opening session the Principal of the All India Cooperative Instructors Training Centre outlined the program and objectives of the Seminar and stressed the informal, workshop type of conference and requested free expression from trainees. He oriented trainees to the needs, scope and possibilities of study circles and their use in cooperative member education. This session was followed by lively discussion and questions.

The Second Session dealt with the role of the small group in community life and personal development. The study circle is an essential link between the villager and his larger world, helping him to become a participating member of the larger community.

The next topic was "How to Work Effectively with People". This was followed by a demonstration which proved that the combined method of teaching by *telling*, *showing* and *doing* is far more effective than any one of these used alone. (Ref. VII, 11) (385-388).

Mr. Hutchinson then described the Study Circle Program of Ohio, U.S.A. This was followed by questions and answers. See Ref. VI, 6A (323, 324, 325).

This four-day Training Program on Study Circles was conducted by the Maharashtra State Cooperative Union. The trainees were :

Senior Cooperative Training Instructors	...	12
Principals, Junior Coop. Training Centres	...	10
ACEO's	...	5
Cooperative Education Officers	...	1
Principal, Coop. Training Centre Poona	...	1

Miscellaneous (Lecturers, Officers of the State Union, Office-bearers and other guests ... 1 or 2 each day.

30

On the previous evening the planning group went over the program for the following four days with the Principal of the Cooperative Training Centre, Poona. An outline of the proceedings follows :

The group set up a Committee composed of trainees who would take notes of the proceedings in two shifts, and at the end of each day turn these over to the staff. These were then mimeographed and made available to each participant on the following morning for further discussion. This method proved useful as a feedback which indicated how much of the training got across to the trainees, and what problems needed further consideration.

We made generous use of technique of breaking the trainees into five small groups consisting of six trainees each for more intensive discussion. After we discussed a topic, we let them go into their small groups and discuss various aspects of that topic and asked them to bring back answers to specific questions assigned to them. When they reassembled, they read out their individual group reports. Each report was then freely discussed by all the participants. This proved useful. It also provided them with first-hand experience of working in small groups, where there was full and free discussion.

The conventional arrangement of classroom seats in rows was changed so that participants faced each other in a rectangle. Then each participant stood up and introduced himself.

Leaders of the Seminar made introductory remarks stressing : This is the first State level training program on Study Circles in India. This course is an open forum where

each and every one is free to express himself and really participate. Instructors pointed up the needs, scope and possibilities of study circles and their use for Cooperative Member Education.

It is in a small group that individual becomes a person. To develop a creative democratic society, the individual needs to be a member of a primary (small) group, which, in turn, is an organic unit in a larger group. This makes the villager a citizen of an enlarging community, progressing from the individual to the family, the neighbourhood, the village, the block, the district, the state, the nation and eventually the world.

These study circles in one way or another have been tried in Sweden, Canada, U.S.A., Japan, Taiwan, Vietnam, Ceylon and Pakistan, as well as in India.

The conference then reformed into five small groups for discussion on the following points :

1. What do you know of study circles ?

2. What is your group experience in the field of study circles ?

3. Do you wish to discuss any special problems during these four days ? List them.

4. Go through the mimeographed program given to all of you and emphasize any aspect you wish to learn more about.

The groups then reassembled; Group leaders read their reports and these were discussed. Generally, the trainees had not had much study circle experience. Some of the Instructors only had been trained at the NCUI's Instructors Cooperative Training Centre on study circle techniques.

Groups stressed Discussion Sheets, Communication Lines, coordination of the study circle program at the block and district levels and roles of various resource persons such as the Instructor, Principal, ACEO's etc.

In the afternoon the trainees discussed the place of study circles in the Revised Member Education Programe. Out of these discussions developed the point that even though the Revised Scheme is not being implemented all over the State of Maharashtra, there is nothing that should stop the State Co-operative Union from experimenting with study circle techniques. It is generally agreed that Cooperatives should start study circles in several places in Maharashtra on a limited, experimental basis. Along with this should go a training program where opportunities may be provided for mutual exchange of information among the orgrnizers of study circles and successful experience made available to others.

Then followed a discussion on the effective techniques of extension workers and supervisors and how they get good results by their ability to work with people.

STATE LEVEL TRAINING PROGRAM ON STUDY CIRCLES

Poona, Maharashtra State

April 21-24, 1965

Tentative Program

(Six one-hour sessions each day)

First Day

1. Orientation on Study Circles
   Sociolgical Concepts
   The Small group in social organization

2. Place of Study Circles in Member Education
   (Revised Scheme)

3. Study Circles : What ? Why ? How ?

4. Study Circles : Experience in India

5. Study Circles :
   How to organize
   How to supervise

6. Study Circles : Small group discussions
   What questions do we want more light on ?

Second Day

1. The training of Cooperative Educational Instructors on Study Circles.

   Four-Step method of training.

2. Training of Cooperative Educational Instructors in the skills of :

(a) Selecting and Training group leaders

(b) Writing Study guides (Discussion Sheets)

(c) Writing of Minutes (Reports)

(d) Processing Reports

(e) Communication

(f) Handling group discussion

(g) Formation of sub-groups

3. Role of Cooperative Educational Instructor in development and maintenance of Study Circles.

4. Role of the District Cooperative Union, State Cooperative Union and the Cooperative Training Centres in operating a study Circle programme.

5. Discussion Period : to clarify material presented, share experiences and raise questions.

Third Day

1. How to work with people

   (a) Basic principles

   (b) Four-Step method of handling a problem

2. Role-playing as a teaching device in dealing with human problems. Ref. VII, 5, (371-372)

3. Demonstration : Role playing (students bring in their problems)

4. Demonstration : Organizing a Study Circle

5. Demonstration : Enlisting and training block personnel on Study Circles.

6. Review of Course to date : Problems coming up from sub-groups to guide the next three sessions.

Fourth Day

1. Problems from previous discussions
2. More problems
3. More problems
4. Examination—Review
5. Examination—Review
6. Evaluation and plans for future action

Ref. VI, 6A

TRAINEES AT MAHARASHTRA SEMINAR QUIZ LEADERS ON STUDY CIRCLES

In order to acquaint the trainees with what has been found successful in the field of study circles in another country, Mr. Hutchinson described the "Advisory Councils in Ohio, U.S.A". This was followed by questions and answers to explore the possibilities of application to Indian conditions, to which Mr. Hutchinson and Kishori Mohan responded. Some of the discussion follows :

Question : How does one deal with irreconcilable controversies in a study circle meeting ? People do differ everywhere. How do you achieve a compromise ?

Answer : The secretary has to be faithful in recording the minutes to avoid partiality. In Raipur, members solved legal wrangles, created better village atmosphere, obtained general agreement to work toward the ideal of making their village a Stage II village, and so on. These were all controversial topics. But mutual, calm, and frank discussion helped to resolve these differences. There cannot be a general rule about such things.

Question : Generally one man's views prevail in our villages. Take the glaring example of the problem of building a water well in a village. It requires contributions, construction, free labour, later on keeping the well clean and other considerations. Now how can a study circle solve this problem ?

Answer : In Hasda, Raipur District, Madhya Pradesh, the villagers obtained a well for the community through the efforts of study circles by discussion, persuasion, and finally joint action. They wanted the well so much that they could reconcile their differences.

Question : Where do you get the initiative ?

Answer : That must come from the people. They must realize their own powers to achieve by cooperative action. The Government can help only those who will help themselves.

Question : There is a problem of coordination at all levels. How do you solve problems through study circles without coordination ?

Answer : A local group can solve a number of lesser problems without the help of other groups. When members of these groups realize the size and scope of the problem they are better prepared to coordinate their efforts with other groups. Coordination grows out of necessity. It is something people learn by practice.

Question : Generally a village has one powerful village leader whom villagers listen to. These leaders may not be willing to accept change or a new idea unless they see how it will contribute to their own material gain. But the study circle cannot guarantee any tangible material gain. If an Instructor were to persuade some young aspiring person to introduce a new idea, it would inevitably bring clashes in the village life so that it would be very difficult for the poor Instructor to pay a second visit to that village. In these circumstances, what do you do ?

Answer : It is possible that by careful handling of the problem, village leaders may become more enlightened and tolerant. It is true one cannot go around these leaders. You have to work with them. You have to use all your tact and common sense. Generally, it is desirable to start with villages whose leaders are more interested in the welfare of the villagers, and take the more difficult villages later. Let them see how progressive villages get more of the things they want.

Question : The Instructor is like a "Superior VLW". Anyway, how many study circles should he organize ?

Someone suggested two study circles per Instructor or District. Mr. Hutchinson took exception to this and elaborated :

Answer : One or two study circles in a village may not be too effective. Our experience is that in the long run it is easier to start out with no less than three or four and preferably five to ten in a larger village cooperative society. One or two may feel lost, and not able to gain strength or support of the village community. Villagers feel the need of approval from their nighbours, especially in adopting a new idea or technique. When a number of study circles start together on a project, the other villagers are more likely to approve and join in. You will find it easier to organize them than to service them and keep them going. Our advice is, don't start if you cannot stick with them for a while in the beginning and follow up. Khartora village started with five study circles and Hasda with ten. They are going strong and have a proud record of achievement. An important thing is to prepare the group leaders.

We distributed to them copies of the booklet, "What, Why and How of Study Circles, Section VI". We discussed the booklet briefly, and requested them to read it carefully as their home-work, and bring up any questions about it, because we would be using it for the rest of our training program. This booklet has come out of our field experience and is being constantly revised to keep it up-to date. You may need to adapt it to your own local needs.

Kishori Mohan of the NCUI then briefly gave an account of work being carried on as experiments in the field of study circles, in Ludhiana District of Punjab and Raipur District of Madhya Pradesh. He said : "This experience in study circles in Indian villages is still in the experimental stage. Things in Punjab moved rather slowly. We had many problems there and we were inexperienced ourselves. We slowly overcame some of those difficulties, and reports from Punjab, after nearly a year of work, were more encouraging and progress now is more substantial.

"We began in Raipu. later. The older study circles have had a number of meetings and are continuing. People in Raipur are enthusiastic. Fourtunately we found good co-ordination between officials and non-officials, and good support for study circles among block peronnel. We have learned from our past mistakes.

"Certainly, an important reason for faster progress in Raipur district is the coordination between officials and non-officials in support of the study circle program. Our experience in Raipur may be helpful to other districts.

"Our program today began with accent on training. Training at various levels, training of Principals, Lecturers and Instructors; training at the Regional and Junior Cooperative Training Centres; training of State Officials and non-officials, District officials and non-officials, Block officials and non-officials and village study circle leaders."

Kishori Mohan informed the group how Instructors are trained in the field of study circles at the NCUI's Cooperative Instructors Training Centre, and how in turn the Instructors are expected to train Secretaries/Managers and Managing Committee Members of village cooperative societies. (See "Explanatory Note" by NCUI, page 17, paragraph one, and page 21, paragraph 6.) He said, "It will help if the Principals and Lecturers of Cooperative Training Centres throughout, India can be trained in study circles so that in turn they can train their trainees—paid staff of the Government (Cooperative Dept.) and cooperative institutions, which can provide a great impetus to the entire program of study circle development in India. But so far not much has been done in this field. A "Teacher's Manual on Study Circles" is being prepared for this purpose.

"It is expected that courses in study circles will be introduced in Cooperative Training Centres throughout the country. At the State level, this present Training Program is the first of its kind. It is hoped that these Training Programs will now be carried out in other States also."

After this introductory discussion, the actual training program carried on in Abhanpur Block of Raipur District in Madhya Pradesh recently was described. General discussion followed. Some of the questions raised and answers given during this session are given below :

Question : How do you select a village for starting study circles ?

Answer : Any State that wishes to start a study circle development program selects a progressive district with ready leadership to begin the work. In both Punjab and Madhya Pradesh, the first district so selected was an IADP (Package) district (Ludhiana and Raipur). After having tried it in Raipur with some success, Madhya Pradesh is taking a bold lead in starting some experiments in the field of study circles in two other non-package districts, namely 1) Durg District, an I.A.A. district adjacent to Raipur district, and 2) Bastar District, a tribal district and one of the least developed in the State. Raipur Division consists of these three districts. This wide range of districts will enable us to test out methods of conducting successful study circles where conditions seem less favorable.

After the selection of a district, meetings are held between State Cooperative Union officers and the District officials and non-officials. BDO's are consulted and in a series of meetings the study circle program is agreed upon for the district. The BDO's are asked to volunteer after they understand the program. Generally, two blocks are selected to start with. In both cases of Punjab and Madhya Pradesh, this was the approach. Then it is left to the BDO to consult his staff and non-officials and take a decision on selection of a few villages. The BDO gets the village people to agree among themselves to try out the program in their community through their village cooperative society. Generally progressive villages, where some development projects have been carried on, are selected for initial work. It is for the BDO and the non-officials to see that the selected villages have progressive farmers, willing workers, and are relatively free from internal political strife or other serious conflicts.

Ref. VI, 7.

PLANNING A ONE-DAY BLOCK LEVEL TRAINING PROGRAM ON STUDY CIRCLES

We visited Abhanpur Block in the afternoon of April 9, 1965 and worked out details of the study circle training program with the BDO, Abhanpur, that we would follow on April 14th.

The BDO suggested that the first item on the agenda be the selection of the Chairman for the day, who should be a prominent non-official. He also suggested that the BDO assist this elected Chairman as his Secretary for the day. Then this planning group developed the following program.

"What and How of Study Circles". BDO was to present a report on the work done so far in the villages of Hasda and Bendri, and carry on a group discussion on the job of group leaders and their training by involving the group leaders present. The Deputy Director of Agriculture was then to lead a panel on "Responsibility of Extension Personnel and their Training". The BDO was to call on the group leaders and have them explain how they carried on discussions in their groups. The BDO had charge of this panel discussion assisted by four or five group leaders. The forenoon session would close with a talk on "Discussion Sheets". In the afternoon session the General Meeting was to split into smaller groups for discussion on "facilities and services of cooperatives".

Each group would have a Group Leader and a Group Secretary (or Recorder). After group discussions, a resource person was scheduled to talk on "Guiding Factors for Strengthening existing Groups and Constituting New Groups".

In the end the entire day's proceedings were to be summed up by the Secretary of the District Cooperative Union, followed by concluding remarks.

The Assistant Cooperative Education Officer would take detailed notes. It was left to the BDO to select the people of his block personnel and village group leaders who should attend this Training Program.

The BDO would take the lead in conducting the seminar since he is the key figure in the block and only by his taking initiative can this program continue to grow and maintain the necessary coordination of activities of cooperatives with the work of the block personnel.

PROGRAMME OF STUDY CIRCLE WORKSHOP FOR PALLARI BLOCK AT PALLARI BLOCK HEADQUARTERS

April 13th—9:00 A.M. to 4:00 P.M.

To be led by representatives of the National Cooperative Union of India, State Cooperative Union, District Cooperative Union, District and Block Officials and others, assisted by representatives of the Cooperative League of the U.S.A.

9 : 00 A.M.	Election of Workshop Chairman
9 : 00 A.M. to 12 : 00 Noon	The following topics : What and Why of Study Circles—NCUI Representative Group Leader's Job and Their Training—B.D.O. Responsiblity of Extension Personnel and Their Training—CLUSA Representative Technique of Group Discussion —(Panel) Discussion Sheets—Their Production and Use
1 : 00 P.M. to 4 : 00 P.M.	Workshop on : How to lead Discussion How to Prepare Minutes Practice in sub-groups How to organize new groups Summary

Trainees :

1. Farm leaders and group leaders (villagers) of the study circles of Stage II Village of Khartora.
2. Agricultural Extension Officer.
3. Cooperative Extension Officer.
4. Sub-Inspectors of Cooperative Societies.
5. Village Level Workers.

PROGRAM OF STUDY CIRCLE WORKSHOP FOR ABHANPUR BLOCK AT ABHANPUR BLOCK HEADQUARTERS

April 14, 1965

9 : 00 A.M.

1. Selection of Chairman for the day.
2. Self-introduction by all present.
3. "What and Why" of the subject (by Kishori Mohan, National Cooperative Union of India, New Delhi).
4. Report of Block Development Officer on Study Circles of Hasda and Bendri villages.
5. Responsibility of extension personnel and their training (by B.D. Shastry, Joint Director of Agriculture, Raipur)
6. Technique of Group Discussion. How to select leaders. How village leaders have done their work in the villages of getting groups to act. How study circles helped to form Stage II villages (by BDO).
7. The Discussion Seeet (by Kishori Mohan).
8. Information for Study Circles (by Shri Dubey).

1 : 00 P.M. to 2 : 00 P.M. — Break for Lunch and Rest.

2 : 00 P.M.

9. Meeting splits into sub-groups. Selection of leader and Secretary by Block Development Officer.

10. Discussion on the following :

(a) How cooperative societies are serving cultivators.

(b) Difficulties in financing and suggestions to remove them.

(c) Difficulties in repayment of loans and non-payment. Suggestions to resolve them.

(d) Difficulties in Marketing and Linking. Suggestions to remove them.

(e) Difficulties of cultivators in adopting improved methods of cultivation and suggestions to resolve them.

11. Guiding factors for increasing and strengthening groups (by Mr. Hutchinson Representative of Coop. League of U.S.A.)

12. Sum up for the day (by Mr. Shastry).

13. Assurance by leaders of Hasda and Bendri to keep up the Program.

4:30 P.M. 14. Chairman's words of farewell.

Ref. VI, 8.

REPORT ON THE ABHANPUR BLOCK STUDY CIRCLE TRAINING PROGRAM

Abhanpur, Raipur District, Madhya Pradesh
April 14, 1965

Attendance : 40

The Resource people :

G. V. Sapre, Raipur District Cooperative Union
R. S. Dubey, Information IADP

Carl R. Hutchinson, Cooperative League of the U.S.A.

Kishori Mohan, National Cooperative Union

Mr. H.S. Srivastava, BDO of Abhanpur Block, directed the Seminar. Shri Shankar Rao Fadanvees, from Hasda village, one of the two Leaders of Leaders was selected as Chairman for the day.

Each one in the room stood up and introduced himself to the group.

The BDO acted as Secretary for the Day and helped the Chairman carry on the program successfully. Kishori Mohan opened the discussion by talking in detail about "What, Why and How of Study Circles". He stressed the place and importance of study circles in the member education programme and how study circles function in th cooperative set-up.

The BDO presented his report of the work done so far in Abhanpur Block in the field of Study Circles. He said : "When Mr. Carl Hutchinson visited Abhanpur Block in October 1964, we toured four villages and formed 22 initial groups. The groups adopted names of great men or deities for the purpose of inspiration. We called for volunteers to serve as group lead-

ers. Some prominent persons were left out so we thought of having a Leader of Leaders in each village and that was done.

"After organizing the groups we fixed the date of the next meeting. Again Mr. Hutchinson and others came and we all visited those villages. During that visit, in January 1965, we chose two villages, Hasda and Bendri. We decided to concentrate our efforts there. Later on we thought of starting study circles also in Pauni village. So we approached them and urged leaders to form the groups. Mr. Hutchinson was as ever at our side, supporting us, inspiring us and helping us in guiding these groups, so started. Dr. Douglas Ensminger of the Ford Foundation also kindly visited these groups and we hope he found the experience as rewarding as we did.

"These groups studied together and prepared village farm production plans for individuals. I must say that the credit goes to the leaders of these groups for such efforts. On many occasions, Mr. Hutchinson Mr. Shastry, Mr. Mokasdar and others have been present with us and available for help and guidance. Here are some accomplishments of these groups.

Hasda Village Study Circles discussed the need for drinking water in their village and now have the well completed to the satisfaction of the entire village community.

The same thing happened in Bendri village. Village farm production plans of individuals have been prepared through these study circles.

There has been close cooperation and coordination of the work of these groups in Hasda and Bendri villages with the package programme being worked out through Abhanpur Block personnel.

"Necessary minute books etc. were requested from the District Cooperative Union and have now been received to

systematize the work. The District Cooperative Union is working in close cooperation with these study circles.

"The members of these groups have worked together, have had group spirit, and feel benefited with successful experiences. They have had prompt assistance from the Block staff as needed. Today we hope to learn how to get these groups going systematically, and how to keep up member interest and useful activity."

Ref. VI, 9.

ABHANPUR BLOCK TRAINING PROGRAM (continued)

Responsibility of Extension Personnel

The representative of the CLUSA was requested to to discuss "Responsibility of Extension Personnel and their Training". Here is a summary of his remarks :

"This is an important day, not only for Abhanpur Block, Raipur District, but for other districts of India, because you are initiating an important Block level training programe, in the field of study circles ; the first of its kind in India. This meeting has great importance because today you are going to learn how to run our groups better. The study circles in Abhanpur have already succeeded in accomplishing some of your objectives. Your success is very important to you but it is also setting a pace for other regions.

"I want to congratulate Mr. Shastry, Mr. Mokasdar, Mr. Shrivastava, BDO, the two Leaders of the Leaders and the group leaders for the excellent start they have made in the Study Circle program. These people know that they cannot succeed alone. They must have help from Extension personnel of the Block, who in turn can help the villagers. Why has Mr. Shastry and your BDO emphasized study circles ? Because they understood them and know that this is the way to help the villagers help themselves.

"A good extension worker knows that he must get results through people. The best an extension worker can do is to help people help themselves because he cannot by himself solve the problems of the village. He must work through people. Those Extension workers are most effective who know and realize that they can work far more effectively through small groups than through individuals alone.

"A good extension worker trusts people. He believes that individual farmers have the capacity to solve their own problems. Sir V. T. Krishnamachari had said, 'The extension workers have to revolutionize their whole approach to their job. The new approach is not to do things *for* the farmers but *with* and *through* the farmers.'

"This whole enterprise of building up a new nation not only requires cultivation of land and resources but also cultivation of the people."

Dr. Theodore Schultz of the University of Chicago has made a study of the factors responsible for increase in national production. He found that credit should go to

1. *New Natural resources* for 5% of increase in wealth;

2. *New Capital resources* (capital goods ; more machines, bullocks etc.) for 20% of increase in wealth;

3. *Human resources development* (Education, Training and motivation of the people) for 75% of increase in wealth.

This is indicative of the tremendous opportunity for Extension Workers in India through education and training to develop the country and achieve increased agricultural production. The questions being raised are

How do we do it ?

Can we do it alone ?

What should extension workers do and how ?

These are some of the questions we are led to discuss.

India has tremendous potential human resources for development.

"The successful extension worker is one who helps farmers help themselves so they depend less and less on Govern-

ment. The Government will always have important work to do. One of its important functions is to facilitate and support education for self-help in a democracy.

"Growth of the people should reduce the need for Government help. As voluntary democratic institutions such as Study Circles multiply, people will solve more and more of their own problems with less and less outside help. The relationship is comparable to that of parents and child. As the child grows into an adult, his dependence on his parents decreases until he takes over responsibility and in turn assumes responsibility for other dependants.

If a block has been made for Ref. 1, 9 p. 2, for this duplication, it may ALSO BE USED HERE AGAIN.

"Extension people need have no fear that by organizing and maintaining self-reliant study circles, they may be working themselves out of their jobs. Sir V.T. Krishnamachari's kind of Extension workers who work *with* people instead of *for* people, will always be in demand.

"Lincoln said, 'God must love the common people because He made so many of them.' Lincoln's greatness grew out of his recognition and love for the common person. You are fully aware that, similarly, the worldwide respect, popularity and honor bestowed upon your great leaders such as Gandhi and Nehru, had its source in their deep faith and love for the common people.

"When Extension Workers learn this secret, their own success is assured. If the deep belief in common people and love for them can bring Lincoln, Gandhi and Nehru to the peak of eminence, why shouldn't we follow in their steps ? If the development of the tremendous human resources available in India can be responsible for 75% of the growth in national income, we who work to help people help themselves have a marvellous opportunity to serve our country.

"As we increase and multiply the study circles and their work, we improve the capacity of the farmer to help himself by solving his own problems through group action.

"This is reason enough for any extension worker to be interested in developing study circles as part of his work. By helping to develop people and their leadership, their capacity to solve their own problems he is helping India to become a nation of self-reliant people, who can manage their own affairs and have more time and resources left to lend a helping hand to other peoples of the earth."

Ref. VI, 10.

ABHANPUR BLOCK TRAINING PROGRAM *(Continued)*

Study Circles Work for a Stage II Village

The BDO then conducted a panel discussion on what Study Circles are doing in Abhanpur Block. He had selected several group leaders for this purpose who presented reports of their achievements as given below :

1. Shri Hari Prasad, Leader of Subhash Dal of Hasda village :—

   Our first sitting was on 24-10-1964. We elected our leaders in the meeting.

   On 7-11-1964 we held a discussion on the develop ment of our village into a Stage II village. He read the list of persons who were present at this meeting.

   At our third meeting we decided to visit demonstration plots and to make our individual farm plans.

   At our fourth meeting on 20-1-1965 we discussed overdues and recovery of loans.

   At our fifth meeting on 13-3-1965the topics for discussion were:

   (a) Procurement of improved seeds.

   (b) Repair of our village tank.

   (c) Taking out silt (clay at the bottom etc.) from the tank (village reservoir).

   (d) Using an Electric Pump for pumping water out of the tank. We borrowed the pump. For the last 15 days the work has been in progress and we are very busy.

2. Shri Nand Lal, Leader of Gandhi Dal of Hasda village :

We are very happy with the help and guidance we receive. We like it. We like our small group because it is convenient and effective. It is better to work with 10 people and spread the word around and establish two-way communication.

3. Shri Guni Satnami, Leader of Bajrang Dal of Hasda village :

We discussed the difficulty of drinking water in the village. Our old well was not working. We wanted a new well. We talked about it and passed the word around and obtained a lot of support. We dug a village well and now we have drinking water right in our village.

Our new village well was not deep enough. So we discussed about it and found out that a pump may be used for taking out all its present water so that the well may be dug deeper to provide enough water for the entire village community.

Another thing we discussed was how to prepare our village farm production plans. We all agreed to it and that work is in progress now.

4. Shri Pati Ram, Leader of Jawahar Dal of Hasda village :

The BDO sahib came and talked to us first. We became interested. This American sahib came here and told us that we should organize into small groups. He told us why. It's easier to work in smaller groups rather than with the whole village all at once (in a mass meeting).

We are using a pump to remove water from our village tank and use its silt on our farms. We have agreed to take out silt by ourselves.

Dr. Ensminger also came and visited us. He talked about cooperative loans and told us how to link our credit with cooperative marketing.

We got our produce sold and we got the price. We got many such facilities from the Cooperative Bank too. Pass Books of all may be prepared and all accounts may be brought up to date. This was also discussed and decided by our group.

5. Shri Latul Ram, Leader of Gandhi Dal from Bendri village :

In the first meeting, the American Sahib came. We formed our group and elected our office-bearers.

In the second meeting we worked on irrigation and farm plans. Some did not agree at first.

In the third meeting, all agreed to prepare their village production farm plans. This is a necessary pre-requisite for a Stage II Village.

In our fourth meeting we discussed and arranged for musical instruments for social and cultural purposes and occasions for the whole community.

Those who mock at us or criticize us in our village, we deal with them patiently. We tell them that we have found that the small group is a good way to work together.

6 Shri Jethus Ram, Leader of Subhash Dal from Bendri village :

First we had no experience. When we were taken on a tour of Pauni and Khartora villages, then we learned many things from those Stage II Villages in the company of our BDO.

After our return from this tour, Mr. Hutchinson came and advised us to form into small groups of our own. Before Mr. Hutchinson and the BDO, the members of our group say "Yes, Yes", to everything, but after outsiders leave, they forget about it all.

He has faith in small groups and this thing called Study Circle. but people have not yet enough faith in this method. That's bad.

Our ordinary wells are dry in summer. So we need tube-wells for drinking water. We need some machinery to bore the rocks in the bottom of our wells to make them deeper so that the wells may not go dry even in summer.

7. Shri Lachchan, alias Laxman, Leader of Laxman Dal from Hasda village :

We are ten in our group and are all leaders. When Mr. Hutchinson and BDO approached us we agreed to follow their guidance and advice to work together in a small group.

When people opposed, we convinced them by mutual discussion and told them that it was all for our good and profit. Some one opposed the use of fertilizers and insecticides and said that those things are too expensive, but we talked about it at length and convinced him and the people with him. Now they are with us and we are all for fertilizers and insecticides.

The chairman, Mr. Faranvees, summarized and said :

We were already organized into such small groups.

When new technique of study circles was introduced to us, we saw no harm in it, so we agreed to it and followed.

Shri Kalyan Das, Village Sarpanch (President) of village Abhanpur said : I am not a member of any Study Circle. I want to be invited to a study circle meeting and learn how these groups work. So far I have heard only discussions today. I feel that

this is an ancient thing with us. We have been doing such mutual group discussions always among us. This does not strike me as anything *new*. Slowly times changed. We became selfish. This method of study circles is just a reminder to us that we should get back to our own old practices. We will again want to be less selfish and selfish in common interest. We should systematize our old practice and again become strong and organized.

In order to make these groups work, the necessary coordination between various departmental agencies in the service of our people must be brought about.

The BDO then summarized the discussion. He said that is why we are now doing this revival work systematically. We are forming small groups. We discuss. We send our group reports to various agencies and expect results. We are trying to bring about the necessary but, very much lacking, coordination.

So far we have been doing merely oral discussions. Sometimes we have had experts from our Block personnel. Still it was only oral. Now we wish to run our new groups more systematically. We want to learn about preparing Discussion Sheets and using them during our group discussions. For this I will request the representative of NCUI, Kishori Mohan, to tell us about Discussion Sheets.

Kishori Mohan explained what is meant by a Discussion Sheet, and how it should be prepared. It should be simple. After each thought discussed, questions should follow. He told about their three main characteristics. Discussion Sheets should be understandable, acceptable and actionable. He said, there is a lot of useful literature available and that can, with little changes, be turned into useful Discussion Sheets.

Mr. R. C. Dubey, Information Officer of the Package Program, elaborated on this and gave assurance that he will take interest in this work and provide these groups with useful Discussion Sheets and put the names of Study Circle leaders on his mailing list so that they can receive all the literature directly. He said, we are here to serve you always.

Ref. VI, 11.

ABHANPUR BLOCK TRAINING PROGRAM (Continued)

Discussion in Small Groups

After lunch the assembly broke into six small groups for discussion. Arrangements were made for farmers to meet in their own groups where they could express themselves freely. The sixth group consisted of block personnel.

The subjects for discussion were selected in advance. The discussions were very constructive. The BDO supervised the operations very efficiently and saw to it that the farmers participated in discussion. He went from group to group and assisted them.

The subjects assigned to the small groups for discussion were :

1. How cooperative societies are serving the cultivator.
2. Difficulties in financing and suggestions to remove these difficulties.
3. Difficulties in repayment of loans and non-payment and suggestions to remove them.
4. Difficulties of marketing and linking and suggestions to remove them.
5. Difficulties of cultivators in adopting improved methods of cultivation and suggestions to remove them.
6. Discussion based on Hindi translation of the booklet, "What, Why and How of Study Circles".

After the group discussions, reports from each group were read and thoroughly discussed. A lot of questions were raised and suggestions made by the groups. There were experts present who answered these questions on the spot and made notes of various useful suggestions given by the groups. Here are some of the suggestions :

The marketing society should come to the village with a balance (scales) and purchase our produce.

Mr. Sapre : It may not be possible to reach every village, but centres may be agreed upon where the balance may be sent.

The 6th group, which discussed the booklet thought that the book was acceptable except for a few minor changes.

BDO : The Discussion Sheets are to be sent to us by the District Cooperative Union or any other level. But if not, we have learned now how to prepare and use them so we can prepare it ourselves. After all these problems are ours, and not of higher tier organizations, so we won't wait for someone else to do our job ; we will take care of it ourselves. We will make an effort to provide all the study circles in this Block with Discussion Sheets from our Block Office.

One group wanted a chaff-cutter and supply of cement for some village project. BDO said, very good. These problems are manageable at our own level. I will see to it that these things are promptly tended to. We have a chaff-cutter we will lend you. I have the authority to issue you permits for cement, so I will take care of that too.

Ref. VI, 12.

ABHANPUR BLOCK TRAINING PROGRAM (Continued)

Guide Lines on Organizing Study Circles

The Representative of CLUSA was then requested to give some guide lines on organizing Study Circles. Here is a summary of his remarks :

Abhanpur Block should be congratulated for taking such keen interest in the programme of developing study circles. In most villages there should be more than one study circle–perhaps three or more to begin with, so they can work together for their mutual benefit. This does not mean that we should go after *quantity*. We should keep emphasizing *quality*. He then listed guide lines for building strong study circles :

1. Secure devoted and alert leaders—not necessarily official or traditional leaders, but natural leaders, those who have a following because the people trust them.

2. Record your discussion properly in your minutes. Forward these to proper persons concerned, at various levels. Your minutes should be legible and accurate.

3. Keep up your study circle meetings. Your leaders should see to it that groups hold their meetings regularly.

4. Point your discussions to specific, useful action. Talk alone will not do much good. Study should lead to action. This will strengthen your study circles.

5. Make meetings enjoyable. Introduce some group recreation such as skits, poetry, community singing or other enjoyable programmes. For example, this

morning one group reported that they have made arrangements for musical instruments to be used by the village community. This is excellent. Such programmes hold the interest of members.

6. Study circles may plan study tours for mutual exchange of experience and inspiration.

7. Groups should experience success. This is a morale builder. Select problems in the beginning which are manageable and can be solved at local levels. After such problems are solved, the group members will want to stick together and continue their meetings so they can tackle bigger problems.

Ref. VI, 13.

ABHANPUR BLOCK TRAINING PROGRAM (Continued)

Summary

Mr. Sapre was requested to sum up the proceedings of the day for those present. He pointed out that it was a unique and fortunate coincidence that a tour by village leaders had preceded the plan for action in the field of study circles. Maybe we can now learn from this and evolve a pattern that just before a village organizes study circles its leaders take a tour of progressive villages or of villages having successful study circles. He believed strongly that such a technique will result into a successful study circle programe.

We begin under Mr. Hutchinson's able guidance, and with a relatively short period of time, we see how we have steadily but surely progressed in our efforts. It is our good luck that we have begun well. Now it is up to one and all of us to see that this successful beginning is maintained at all cost so that the good name we have earned may never be tarnished.

On behalf of the District Cooperative Union we thank all of those present for making this Training Programme so successful, useful and meaningful.

In the end, assurance was given by the two Leaders of Leaders that they would keep the programme of study circles going in Hasda and Bendri villages. Both Mr. Faranvees and Mr. Jhagru (or Jethu) took oath and gave assurance, as desired, before all present. Mr. Mohan Das, village president of Abhanpur village, was also quite moved. He also took the oath and said that even though he was not a member of any study circle he will begin forming a study circle today and will try to come out first in the development of the Study Circle Programme in Abhanpur Block.

This Training Programme moved the twelve VLW's of Abhanpur Block to stand up one by one and each promised that he would also start Study circles in one village of his VLW circle. They promised to learn about Study Circles from Hasda and Bendri and their leaders and the VLW's of those villages and carry on this programme under the guidance of the BDO. They felt that today's programme was quite helpful to them in beginning this activity.

The twelve villages so selected are given below :

1. Hilora	4. Alekhoota	7. Pond	10. Birbira
2. Bhalera	5. Paterra	8. Khatti	11. Mokhra
3. Kurru	6. Khurpa	9. Baktara	12. Sunderkhera

In the end, the Chairman expressed thanks to all and ended the meeting with a word of farewell.

Reports of today's programme were written up and collected and photos were taken of various groups. Thus ended the Training Programme in Raipur District in the field of study circles.

Staff Members evaluated this Seminar as follows :

1. Programme was carefully planned with the BDO.
2. Leaders followed the Programme as scheduled
3. Time was available for discussions.
4. The Staff was kept out of the farmers' discussion groups. As a result, we got plenty of expression from cultivators.
5. The reporting was well organized.
6. A record in pictures was taken.
7. The BDO got definite commitment from 12 VLW's to start Study Circles in at least one of their respective villages.

8. The progress reports from Study Circles showed good group thinking and useful group action.

9. The progressive village spirit among leaders at all levels was evident and gave promise of continued growth in Study Circle development in the Block.

Ref. VII, I.

GROUP METHODS AND TECHNIQUES

In Reference VII we take up 10 teaching techniques and the 4-step method of instruction. A combination of techniques is usually more effective than any one technique used alone. The skilful worker will select and combine techniques according to the needs of situation. However, it is important for us to understand each technique and consider its special uses. For this reason the following techniques are treated separately but in practice you should use them in the combination and sequence that would seem to meet the needs of the situation and step up the learning process.

I. **Study Circle Technique** (Small Group Discussion)

Adult educators and Extension workers generally recognize discussion as the besic technique for helping a group progress toward its objective. It is the key to effective problem-solving in small groups, or study circles. While the composition, character and purpose of small groups may vary widely, we regard the following characteristics as basic :

1. Study Circles are cohesive groups. The members are attracted to each other by social ties and a sense of common purpose. A "we" feeling prevails in these groups. These ties are reinforced by a sense of common need and mutual participation in group projects.

2. The preferred size of the group is limited. Five to ten persons is usually most effective. The smaller size encourages free and informal discussion.

3. While these groups are informal, they have an organized structure. They are not isolated groups but function as primary social units within a democratic sponsoring organization. This enables the study circles to coordinate their efforts and strength and thus achieve larger goals where groups working alone would be ineffectual.

4. These groups are autonomous in the sense that they are free to select their own leaders, plan their own programs and choose their own goals However, through a federated structure in which they both influence and are influenced by the supporting organization, the groups tend to identify themselves and their interests with other groups. From experience they have learned that by uniting with other groups in the organization they can mobilize more power for group action.

5. These are problem-solving groups. Normally they do not pursue a prescribed course of study, but explore and seek solutions to their felt needs and mutual problems. This process involves group discussion at each stage of the problem-solving process. Ideally,

   (a) They pool their own information and draw on outside sources as needed.

   (b) Out of the various possible solutions they select the course of action which seems most promising.

   (c) They then plan a program of action using resources available within and outside the group.

   (d) They carry out the action program and check results. Often these results call for further action, either as follow-up or perhaps a revision of the original plan.

6. These are *continuing* groups. Unlike the formal class or the group correspondence course which follows a prescribed course and closes the activity of the group, study circles deal with their mutual problems and ideally continue as long as they have problems to solve. Since their continuity increases their cumulative experience, their longevity as a group increases their capacity for achievement.

7. The sponsoring organization finds in these groups an effective means of involving members both in developing policy, designing program and getting organized action. It concentrates energy on developing new groups, maintaining old groups and coordinating the efforts of members through groups to achieve the programs and purposes to which the groups have committed themselves. The sponsoring organization operates on the policy that procedures and practices which strengthen the small groups are sound : those which take away responsibility from the groups are to be questioned.

***Advantages of the Small Group Discussion Method**

1. It gives individual members a sense of freedom to express their real views, feelings and ideas.

2. It gives more members a chance to get leadership experience, and develops new leadership in the group.

3. It encourages individuals to be better listeners and to share in the thinking of the group.

4. It creates readiness of members to share in the work tasks which grow out of group decisions.

5. It gives members a sense of belonging and motivation for group achievement.

6. It helps members to think more clearly, realistically and productively about their common problems.

7. It builds up in the individual a fund of information and skill in putting this information to practical use.

8. It tends to make the individual member less self-centered and more community minded.

***The Small Group Method is Useful :**

1. When the members have a common problem they want to do something about.

2. When some members are not aware of mutual problems and need the stimulus of group discussion.

3. When the leader wants participation to be distributed throughout the group.

4. When it is desirable to get members to listen to all sides of a problem and work together toward a solution.

5. When leaders of a conference, workshop, class or seminar want to get the reactions of trainees to a particular matter by forming them into small sub-groups for more intensive discussion.

***To Make the Small Group Method Effective, we need :**

1. To discover and awaken interest in common problems, concerns and needs of the group.

2. To share and diffuse information and views on a subject.

3. To achieve group agreement.

4. To move the group to action.

5. To involve members in a problem-solving process.

6. To create an informal, permissive atmosphere in the group.
7. To build group cohesion and morale.
8. To develop leadership in the group.
9. To help members strengthen their identity with the group.
10. To increase the skill of members to communicate with each other.

***To Use the Study Circle Method Effectively the Group should :**

1. Have a clear, worthwhile problem or objective in mind.
2. Make sure it has the essential facts needed for sound group thinking.
3. Evaluate the more promising alternatives and decide which one to adopt.
4. Develop a plan of action.
5. Carry out the plan and check results.
6. Secure group leaders with the necessary training and experience for their work.
7. See that the meeting place and arrangement of the group are favorable to free and informal discussion.
8. Have a discussion leader who helps the members to make useful contributions to group thinking. (See below.)
9. Select a group recorder (secretary) who has skill in writing down the salient views and actions of the group. (See Ref. III, 7 and 8 and Ref. VII, 1, page 359.)
10. Provide for the training of group leaders, old and new.

11. Pass around the opportunities for group leadership.

12. Unite with other similar groups in tackling larger projects.

13. Help the members approach the group goal by well-timed summaries and recognition of progress.

***Duties of Group Officers**

A. The Group Chairman :

1. Sees that each of the other group leaders is on the job or has a suitable substitute.

2. Meets with other leaders as needed to plan coming programs.

3. Arranges for the meeting place, sees that members are notified, presides at the meeting, keeps the program moving and handles the business of the group.

B. The Discussion Leader :

1. Helps the group clarify its objectives.

2. Encourages all members to take part in the discussion.

3. Sees that the group has the necessary facts.

4. Keeps discussion alive by getting members to contribute; avoids speeches; asks pertinent questions.

5. Helps the group build discussion around facts and sound reasoning.

6. Helps the secretary prepare an accurate report by encouraging the group to clarify its views.

7. Keeps the climate of the meeting informal and permissive.

8. Helps the members keep the discussion on the subject and moving toward the group objective.

9. Maintains a free exchange of views and thinking.

10. Tactfully clarifies poorly stated contributions.

C. *The Recorder* : (*Secretary*) (See also Ref. III, 8) :

1. Records the essential points in the discussion and quotes official action of the group (resolutions, etc.) in detail.

2. Records topics discussed, questions raised, decisions taken and extent of agreement.

3. Asks the group for clarification if there is some question about decisions.

4. Reports back to the group on request, any decisions taken, progress made or other information written in the record.

5. Summarizes at the close of discussion the main points, agreements, decisions and other action taken by the group.

6 Cooperates with other leaders as a member of the group

7. Writes up the minutes promptly and sees that copies reach responsible people concerned.

8. Mails out notices of meetings and carries out other correspondence as requested by the group leader or chairman.

9. In cases where the group discusses an actionable topic or problem but fails to consider what action to take, the Recorder reminds the group of this fact, so that the record will be definite and complete.

D. The Resource Person (Group Consultant, such as CEI, BDO, CEO, AEO, VLW. etc.) :

1. Contributes facts and information as needed, but avoids making conclusive statements that would tend to close or shut off discussion.

2. Answers questions objectively and factually when asked. No long speeches.

3. Speaks up as a member of the group when he feels his contribution will help the group move toward its goal.

4. Helps the group, at the close, to round out its discussion by calling attention to aspects overlooked.

5. Assists the group recorder in preparing an accurate and adequate report.

6. At the close of the discussion, suggests next steps or related problems which the group might well consider.

7. Helps the group to develop practicable and adequate plans for action growing out of the discussion.

***Guidelines to Group Discussion**

1. Be sure you have a problem that the group feels and wants to solve.

2. Discussion must be based on pertinent facts and sound information if satisfactory action is to result.

3. Group discussion should give consideration to the feelings of members but emphasize relevant facts and objective thinking.

4. Members should learn to listen to each other and relate their contributions to what has been said.

5. Good group discussion calls for a qualified discussion leader with training and experience. Skills in leading discussion can be learned.

6. Avoid disorganized discussion by following the 4-point method of problem solving :

   (a) Get the facts.

   (b) Weigh the facts and consider alternate lines of action.

   (c) Decide on the line of action to be taken and plan the details.

   (d) Take action and check results.

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* The above copy under Ref. VII, 1, beginning with the middle of page 355 includes condensations and paraphrases from "Leadership and Dynamic Action" by George M. Behl, Joe M. Bohlen and J. Neil Raudabaugh (1962 Iowa StateUniversity Press, Ames, Ia.). Reprinted by permission of the publisher.

Ref. VII, 2.

II. Sub-Group Technique

This is a technique for arranging the members of a class, conference, or other gathering into small groups for wider and more intensive discussion. This technique makes a classroom lecture more dynamic. It gives the teacher a feed-back from the students. Perhaps he wants to learn how well he is communicating with them. What is their level of understanding ? How much do they already know on the subject ? What aspects of the subject appeal to their needs and interests ? What questions do they have ?

Other Uses and Advantages of the Sub-Group Technique

1. It introduces a personal and informal atmosphere in a larger gathering.
2. It multiplies the chances for members to participate.
3. It draws on the thinking, feelings, problems and needs of the individual members.
4. It enables the small groups to pool their thinking and report their decisions to the whole gathering for general discussions and decisions.
5. Through the contribution of his sub-group, it helps the individual to feel that he has had a real share in the final decisions and actions of the large group.
6. It brings a stimulating change of pace to a tedious lecture or monotonous speech or a dull conference.
7. Used at the beginning of a conference or course of study, it accelerates interest, response and involvement of participants.

8. It gives delegates to a general meeting a chance to be heard.

9. It multiplies the participation of members and delegates in policy decisions at the general meeting of a cooperative society.

How to Handle Sub-Groups

The technique of using sub-groups calls for careful planning, especially for larger assemblies. Make sure you know what you expect to accomplish by this method and how you will carry out the step-by-step procedure. If the situation is a class, a conference or a workshop which will carry on for several days, the groups may continue with the same members, to good advantage. The process of breaking down the total group into sub-groups should be conducted with a minimum of confusion and expenditure of time.

Make clear at the start what the plan is and what is expected of the groups. Where seats are moveable, each alternate row can stand and turn their chairs around facing the row behind. Then the paired rows are divided into small units of four to six persons each. Each unit then draws its chairs into a small circle. (Note : The more crowded the room, the smaller the circles should be.) If it is desirable to form groups of people with diverse views a favorite procedure is to have the participants count off up to the number of groups wanted. If you have an assembly of say 50 people, and want to form groups of five persons each, you would start with the front row and have members count off consecutively from one to ten. After the first ten have counted off, start again from one to ten and repeat until everyone has a number. Insist that each person remembers his number. We now come to the critical point where the group needs careful instruction to avoid confusion. One method is to request everyone to remain seated except those with number one, who are asked to stand and assemble in a designated

corner of the room. Then the number twos stand and take their assigned place, etc. until all ten groups are formed and in place.

In a larger gathering, it might be advisable to have a guide selected for each group carrying the number of the group on a placard. The guides would take their positions in various sections of the room or rooms and the members would assemble according to their numbers. The guides then see that the groups arrange themselves into compact circles and supply each group with a written copy of questions to be discussed. They then take their places in their respective circles .

Each group selects a discussion leader and a reporter. At the end of the discussion period the groups reassemble and the group reporters or spokesmen announce briefly the findings of the groups. As these results are given a skilled writer should brief the results on the blackboard. Final action is then taken by the whole assembly.

Sub-Groups of Two or Three

Under certain conditions and for certain purposes very small sub-groups of two or three persons each may be most effective. This technique has obvious advantages : it gives opportunity for maximum participation. At all times every participant is either a speaker or listener. This method also creates a friendly, informal climate where members quickly become acquainted and can communicate freely. This is an excellent means of getting full discussion.

To use this method, the assembly counts off 1, 2 ; 1, 2 ; 1, 2 etc. to form groups of two each, or 1, 2, 3, etc. to form groups of three each. For convenience No. "1" 's may be asked to head the groups and No. 2 (or No. 2 and 3) sitting in the direction of the counting would belong to the same group.

This technique requires no change in seating arrangement and can be made operative easily and quickly. It gives all members maximum time and opportunity to express their views. These groups need no designated leaders. A question, problem situation or topic is given the groups for discussion. One member of the group speaks for the group when occasion arises.

Ref. VII, 3.

III. The Panel Discussion Technique

The Panel is a staged discussion group, usually **limited to** five or six people especially qualified to discuss the subject and bring out the various issues and viewpoints. The group leader or moderator guides the discussion. The audience participates as listeners. After the panel presentation the audience is invited to take active part in the discussion with questions or comments.

The panel discussion *is an effective way to introduce new ideas and information to a class or conference. It is more informal than the lecture or speech and can be more interesting to the audience. Following the panel discussion sub-groups may be formed to enable conferees to weigh issues covered in the panel or bring back questions for the panel.

Where a number of study circles have gathered to discuss a problem a panel discussion can be used to present the problem, clarify issues, introduce pertinent facts and suggest alternate solutions. The small groups then hold their discussions and bring back to the large group their proposals for general discussion and action.

The panel group should sign off at the peak of information and interest. It should exhaust neither the subject nor the audience. No speeches. The panel is not a debate but a searching group seeking to call up facts and issues for fruitful group study and action.

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*The questions or problems for discussion should grow naturally out of the panel discussion and should be related to the needs and responsibilities of the trainees. For example: What points or new ideas developed in the panel could we use to advantage in our work? How would we apply these?

This technique calls for a capable moderator and panel members who are informed on the subject and can work together as a team to bring the issues home to the audience.

Panel Interview

Where the panel is made up of experts in a particular field, the moderator or other qualified person may quiz the panel members, or conduct a group interview. With a skilled interviewer this method can bring out vital information on a particular subject and get diverse views of the panel members. As in the panel discussion the group interview may be followed by small group discussions.

Ref. VII, 4.

IV. The Lecture :

No other learning technique is more used, and over-used, than the lecture. For the purposes of this Manual we are primarily interested in the lecture as a means of teaching study circle methods and techniques in the classroom and in leadership training programs in the field. The lecture has important advantages.

1. It makes possible the presentation of maximum information in limited time. Where time does not permit the use of sub-groups, panel or other discussion techniques, the lecture is usually adopted.

2. Where an informed resource person is called on to enlighten an audience in an orderly development of the subject, the lecture is very useful.

3. Where the planners of the meeting lack skills needed for a more dynamic type of program or are looking for an easy way out, they often resort to the lecture method where the speaker carries the major load of responsibility.

4. Where the need is to present expert information in a direct, orderly manner, to prepare the group with essential facts for later discussion or to make maximum use of a highly qualified speaker, the lecture method is often the answer.

But the lecture has disadvantages.

1. Used alone it lacks power to inspire action. It is a one way method of communication in which the teacher often fails to understand the needs, problems and comprehension level of the audience.

2. Training by telling is a deceptively easy but weak method of communicating skills. A case in point is the famous demonstration of teaching the tying of the underwriter's knot, contrasting (a) teaching by telling, (b) teaching by showing, and (c) teaching by a combination of telling, showing and doing. The latter is the most effective method of teaching. (See Ref. VII, 11.)

3. The lecture used alone is a one-way mode of communication which leaves the teacher more or less in the dark as to how well he is meeting the minds and needs of the trainees.

The Lecture Combined with Other Teaching Techniques :

The advantages of the lecture can be retained and its disadvantages largely overcome by the use of the lecture in combination with group discussion and other dynamic teaching techniques. For example,

1. The lecture can be accompanied by the use of blackboard, charts, flannelgraph, films, or other aids, to reinforce the spoken word with pictures, color, form and movement.

2. The lecture can be followed by the use of sub-groups where students take an active role in exploring the problem or subject. As these groups report back to the whole class the Lecturer discovers the areas where further information and interaction with students are needed.

3. The lecturer can have the class arranged in small groups during the lecture. From time to time he can pause and invite the small groups to discuss the points presented and come up with any questions they may have.

4. The lecturer may begin the session with instructions to the sub-groups to explore the announced subject in order to find how much the students already know or where they feel the need of more information.

5. In a similar manner, the lecture can often be combined effectively with

   (a) panel discussion in which the teacher or other informed group leader leads a small group of the students in a discussion of the lecture topic. This is followed by questions and comments from the other students. Or, the teacher can quiz members of the panel on points developed earlier in the lecture, with opportunity for other students to ask questions or make contributions.

   (b) The teacher might bring several students before the class and conduct a group interview on the subject at hand, followed by general student participation.

   (c) Where the lecture has to do with human relations, involving attitudes, prejudices and personal feelings, students could be introduced to role playing as a means of exploring people's motivations and why they react the way they do.

Ref. VII, 5.

V. Role Playing

An effective way to present a human relations problem to a group is by role playing. Here, each performer plays the part of a particular person in a problem situation, involving human relations. The director "stages" the performance by describing briefly the human situation which focuses on a particular human problem. The role players are briefed on their respective roles, then without rehearsal, they perform as they feel the characters they represent would behave.

The scene is cut as soon as the critical aspect of the problem unfolds and before the "solution" is reached. The audience or group critically evaluates the behaviour of the performers in terms of :

(a) What actually happened ?

(b) What motivated each player to react the way he did ?

(c) In the interest of moving toward his objectives, how could the performer improve on his approach ?

Role playing can be a potent force in motivating a group to discuss a social problem, but it needs skillful handling. This would require more detailed instruction than the scope of the Manual allows. For further information on how to use role playing, see :

1. George M. Beal, Joe M. Bohlen, and J. Neil Raudabaugh, "Leadership and Dynamic Group Action", pp 251-260. Published by The Iowa State University Press, Ames, Iowa, 1962.

2. Alan F. Klein, "How to Use Role-Playing Effectively", New York ; Association Press, 1951.

3. Grace Levit, "Learning Through Role Playing", Adult Leadership, Vol. 2, No. 5, October 1953.

Ref. VII, 6.

VI. The Skit

A less formalized and more easily handled technique for dramatizing a human relations problem is the skit. This technique can also be used effectively to act out before a group some of the typical human situations the extension worker encounters in his daily task of communicating new ideas and techniques to villagers. His difficulties and even failures in working with villagers provide live material for group discussion.

The following procedure has produced good results in the training of Group Leaders (cultivators) of Study Circles in South Viet Nam.

Steps in Using the Skit as a Training Technique

1. A selected cast of staff and students present a skit on a familiar village problem.

2. The trainees discuss the performance and suggest how the treatment should be changed to meet local problems and conditions.

3. Trainees volunteer their own village problems which they would like to act out and find solutions for.

4. Students are organized into groups to prepare and present before the class their own skits.

5. With some coaching from staff the small gruops plan and prepare their own skits. Agricultural technicians should also be available to assist in technical matters.

6. Groups present their plays in spontaneous, free style, without use of script.

7. The class critically discusses the performance from various viewpoints.

(a) Is the message of the skit workable for the villager ? Are the recommended practices technically sound and correct ?

(b) Would this skit motivate our villagers to carry out the desired practice ?

(c) How could the content and presentation of this skit be made more realistic and convincing to farmers ?

A number of student's skits were recorded and duplicated so the trainees could use them with their village groups. Here are some of the titles :

* How to Prepare Manure. (pp.51-55)
* How to Select Good Seeds (pp. 45-50)
* How to Secure Agricultural Credit Loans. (pp. 34-39)
* How a Small Group Studies its Problems. (pp. 26-33)
* Why Motorize our Fishing Boats and Use Nylon Nets. (pp. 92-97)

Some Advantages of the Skit

1. It involves trainees in preparing their own training materials which grow out of local problems and needs they frequently face in the village.

2. The process of producing and acting out their own skits in the training sessions helps trainees to operate this technique in their local groups.

3. Acting out their problems and solutions speeds up and reinforces learning on the part of trainees. To quote one farmer who attempted to evaluate skits, "In the lecture we get five per cent. In the plays (skits) we get everything."

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* Nguyen Manh Tu, "Group Action" (Cooperative Research & Training Centre, Saigon, Viet Nam, 1962)

Ref. VII, 7.

VII. The Workshop Technique

A distinctive feature of the workshop technique is that it involves participants in every phase of the program: planning, setting up objectives, selecting problems to explore, and drafting conclusions.

The workshop stresses productivity of participants. "Pre-digested" programs and meetings loadəd with speakers are out. In the workshop only the broad outlines of the program are announced in advance.

The program begins with a planning session where all participants come in on the "ground floor" to plan the program and select the problems the members want to explore.

The main emphasis here is group problem-solving and most of the time is devoted to this activity.

The workshop requires more time than the conference, for example, where the program is detailed in advance. The progress of the workshop will depend largely on the sourcefulness and creativity of the people who attend. Physical facilities should provide for privacy and small rooms or areas where members can meet in small groups to work together on their specific problems.

To get the workshop started a responsible and concerned group or organization may draw up general proposals and circulate them among those who should be interested. These prospects are asked to express their views on the general idea, and propose specific prolems they would like to work on in the workshop. Out of those who express a definite interest a steering committee is recruited to make the necessary plans for setting up the workshop and securing

attendance. However the final decisions on problems to be tackled, assignment of members to work groups, working at problems and summarizing the results, are the responsibility of those who attend the workshop. Thus the program is kept flexible so it can be adapted to meet the felt needs of the participants. Participants also feel a sense of personal responsibility for the results.

The problems selected for solution are grouped under general headings and assigned to sub-groups. The individual member may then choose to meet with the work group which is to deal with his particular problems.

Each sub-group elects a member to an Administrative Committee which carries out the plans and program of the workshop agreed on by the members.

The officials and resource people of the workshop must have special skill in getting members to participate in group problem-solving.

Ref VII, 8.

VIII. The Case Study Technique

Case studies are a means of bringing field experiences into the class-room. As explained by S. C. Dube, in "India's Changing Villages", Routledge and Kegan Paul, 1958, p. 154:

> "A suitable method of orienting the trainees to the problems likely to confront them in the course of their work would be to present to them concrete case studies of a number of specific projects, each characterized by some special problem or problems. An effort should be made to analyze the entire range of the complex human problems involved in the ultimate success or failure of a project...... A good case study, which analyzes the complex attitudes, beliefs and values, and assesses clearly the role of each in a specific field situation, is one of the most satisfactory methods of introducing the prospective extension agent to the problems and complexities of his task."

The main purpose and value of a case study is not to present and solve a problem for the trainees but to confront them with a problem they are likely to meet in their work, leaving to them the analysis and proposed ways of dealing with it.

> "To meet this requirement" writes T. R. Batten,* "a case study should be limited to describing the worker's purpose, his initial assessment of the situation, what he tried to do, how exactly he tried to do it, and with what effect. Studies of failures

*Batten. T. R. "Training for Community Development". London, Oxford Univ. Press, 1952.

are invariably the most useful for training purposes because they force the trainees to think for themselves. They stimulate discussion of just why the worker failed, and when the training group feels that it has made some progress in answering this question it can go on to discuss just what the worker should have done... They learn from *discussion* of the case study, not from the case study itself. With the help of the trainer they teach each other, each using the knowledge and experience he already has."

Brief Outline of a Case Study

1. Statement of the problem in the form of a question.

2. Central objective of the project to deal with the problem.

3. Full statement and assessment of the situation pertaining to the problem.

4. A description of what was done to bring about change, including methods used.

5. A description of results.

6. Analysis of treatment.

   (a) Why did it succeed ?

   (b) Or, why did it fail ?

7. In case of failure,

   (a) Revise statement of the problem.

   (b) Revise statement of the objective.

   (c) Revise statement of what is to be done and how.

More Detailed Outline of a Case Study

1. Present the problem.

   (a) Give a brief general statement of the situation creating the problem.

   (b) Give a brief statement of what was done.

   (c) Give a brief statement of the outcome in terms of unresolved difficulties.

   (d) Probable reasons for failure.

   (e) Definition of the central problem now to be solved, stated in the form of a question.

2. Present a descriptive history of the case. Give all relevant facts and significant events. Be sure to include previous attempts to cope with the problem.

   (a) Use time sequence.

   (b) Specify (1) the situation requiring change, (2) What was done to bring about the change, (3) Method used to induce change.

3. Describe the outcome.

   (a) Short term—in what respects was the project successsul ? Wherein did it fail ?

   (b) Long term—specify extent of success and failure.

4. Analysis of results.

   (a) Did the agency for change get all the facts ?

   —Did they have at their disposal the technical knowledge and skills required ?

   —Did they give adequate weight to people's feelings, tastes, prejudices, traditional behaviour patterns ?

(b) Did the agency for change weigh the facts correctly ? Did they go far enough in their analysis of the situation ? Did they fit the facts together accurately ?

(c) Did the agency for change consider human relations ?

—Did they employ methods and approaches that would make the change acceptable ?

—Did they anticipate correctly the actions of the people.

5. List the essential factors contributing to the success of the project, or

6. List the apparent causes of failure.

7. Outline a revised program based on the above analysis.

(a) What changes in approach seem indicated to achieve success ?

(b) List reasons for believing that the revised program will achieve the objective (desired change).

Ref. VII, 9.

IX. Group Conversation Technique

"Group Conversation" has been described as "A way of helping a roomful of people, even strangers of mixed backgrounds, feel some of the warmth and trust of long time friends and neighbors."

"A session of group conversation......can be used as a prelude to an effective conference, to a serious group discussion, to achieving neighborhood cooperation, to the forming of inter-racial councils, or even to a subsequent series of group-therapy sessions—all depending upon the purpose of the initial gathering and the interests of the participants." *

The value of neighborly visiting as a "social lubricant" to serious group discussion is widely recognized among experienced group workers. The leaders of the Advisory Council Program of Ohio have long stressed the role of free and friendly-conversation as a means of awakening a warm inter-personal interest among the members of a new group. Other group activities commonly used to achieve the same end are social games, group singing and refreshments. These are especially usesul in a larger group. In any case the group activity should be enjoyable to all members.

Such activities help members to understand, enjoy and appreciate each other as persons. Group Conversation where members often reminisce about their past experiences and activities inevitably draws the members closer together and prepares them emotionally to participate more freely in more serious and purposeful discussion.

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*Du Bois, Rachel Davis, and Li, Mew—Soong,
"The Art of Group Conversation", pp. 9 and 10
(New York, Association Press, 291 Broadway, New York, N.Y , 1963)

Ref. VII, 10,

X. Large Group Techniques

For our purpose a "large" group is one which is too big to allow members to participate freely in discussion : (usually around 20 or more). Here are some types of large groups :

Annual Meetings
Membership Meetings
Mass Meetings
Town Meetings.

When we think of a large group we usually visualize a few leaders on the platform to do the speaking and rows of people sitting in the audience who are expected to take in the speeches.

In the typical village gathering, membership meeting or conference, much of the time is consumed in this one-way communication. After the first speech or two the audience usually becomes weary, bored and even sleepy. Tests prove that very little of what is said after the first half-hour is retained, even if it is understood. And much less is acted on by the listeners.

But large meetings can be made interesting and stimulating. They can get audience participation and move the members to purposeful group action.

Such meetings must be planned. First of all, the planners need to think through and specify clearly the purpose of the meeting. If it is a conference, perhaps the planners want the members to learn some new skills, share experience and ideas with each other and/or do something about a problem. The planners should not assume that speeches, even good speeches, will move people very far into action. This takes 2-way communication.

There are many ways to accomplish this. We have already explored some of them. For example, a large group can be divided into sub-groups with just enough information and stimulation from the speaker to start the small group discussions.

To save time and confusion, spaces can be marked off in the auditorium in advance so that each member finds himself sitting in a prearranged group. At the begining of the meeting the chairman should carefully explain to the audience the plan to give members a chance to contribute their thinking to the meeting, and just how they will participate. By announcing in advance the questions or problems they will be asked to discuss they will be more attentive to the speech. They will know what to listen for. Naturally, the planners will have selected a speaker or speakers who are well qualified to present the material which the small groups will discuss.

At the Anual Meeting or General Meeting of the Cooperative, sub-group discussion could take up such matters as:

Resolutions to be voted on later in the meeting.

Plans for expanding Cooperative services.

How can we increase our membership ?

How can we stop our losses and get our Cooperative on a paying basis ?

What can our Cooperative do for the young people ?

How can our Cooperative get members to place their fertilizer orders in time to get delivery ?

By prearrangement the planners can give each member a chance to choose the group which will discuss the topic of his choice. This is done by having the assembly room divided into sections with a placard posted at each section. As a member arrives he is seated in the section of his choice.

It should be stressed that audience participation must be purposeful and meaningful to the members. The issues discussed must be real ones *to the members.* Study circles can offer topics or problems for discussion. The findings of the subgroups are written out and passed in so an editing committee can consolidate them and report back to the plenary session for further discussion and action.

Other techniques for getting audience participation can also be used in a large group. Some of these have already been presented in this Section VII., such as :

Panel discussion followed by discussion in sub-groups.
Presentation of a case study followed by sub-groups.
Presentation of a group conversation by sub-groups.
Presentation of a film followed by sub-group discussion.

Ref. VII, 11.

XI. THE FOUR-STEP METHOD OF INSTRUCTION*

This has been called the "sure-fire" method because it has proved so reliable. It is effective because it combines and integrates the main channels of learning,—the eye, the ear, and actual practice. As a teaching technique it is psychologically correct. It begins with:

The teacher's preparation to instruct

1. *Have a time table*

Decide how much skill you expect the learners to have, by what date.

2. *Break down the job* into "bite-size" steps. (We have not yet come to the 4-steps referred to above.)

(a) List the important steps in the operation.

(A "step" is a logical segment of the operation which is large enough to advance the work, but small enough for the student to comprehend and learn efficiently.)

(b) *Pick out and stress the key points*

(A "key point" is a critical or tricky step where the learner is apt to stumble. These are steps you have to emphasize and teach with special care.)

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*The "4-Step Method of Instruction" was developed for training within industry during World War II by the War Manpower Commission, of the U.S. Government.

3. *Have every thing ready,*

the right equipment, materials, supplies, etc.

4. *Have the work place properly arranged,*

just as you expect the trainees to keep it. This could be a class-room, a demonstration area, a conference room or an office.

Now we are ready to take up :

The 4-StepMethod of Instruction

(Note : Each of the main steps is broken down into smaller "bite-size" segments for teaching purposes)

Step 1. Prepare the Learner

(a) Put the student at ease,—be informal, friendly, optimistic.

(b) State the job, performance, or thing to be learned.

(c) Find out what he already knows about the job.

(Begin the training where the learner needs help.)

(d) Get him interested in learning the job or skill.

(e) Place student in the correct position to learn. (For example, if you are showing the trainee how to fill out a form, have him sit *beside* you. If he sits *opposite* you, everything to him is upside down.)

Step 2—Present the Operation

(a) Tell, show, and illustrate one *important step* at a time.

(Each *step* is a segment that advances the work. Here we combine telling, showing and performance

so that each channel of learning reinforces the others.)

(b) Stress each *Key Point*.
A key point is a critical step where the learner is apt to go wrong. Much of your teaching effort will deal with key points.

(c) Instruct clearly, completely, patiently, one step at a time. No more and no faster than he can master.

Step 3—Try Out Performance

(a) Have the learner do the job.
Correct errors. Encourage him, but do not let him repeat mistakes.

(b) Have him explain each Key Point to you as he does the job again.

This is to make sure he understands.

(c) Continue working on his performance until *you* know *he* knows.

Step 4—Follow up

(a) Put the learner on his own.

But let him know to whom or where he can go for help.

(b) Check frequently to avoid repetition of mistakes. Encourage questions.

(c) Taper off coaching and close the follow-up.

The effective teacher does not blame the student for not learning. He examines himself and his method of teaching. He assumes that :

If the learner hasn't learned the teacher hasn't taught.

The instructions above are a summary of a course consisting of five two-hour sessions on Job Instruction Training. This course was designed to help supervisors develop the skill of effective job instruction, using the *4-Step Method.*